

**THE INFLUENCE OF ON THE JOB TRAINING, PRODUCTIVE
SUBJECT ACHIEVEMENT, SOCIAL ENVIRONMENT AND
MOTIVATION TO WORK TOWARD THE READINESS OF ENTERING
JOB MARKET OF STUDENT CLASS XII ACCOUNTING SMKN 2
MAGELANG ACADEMIC YEAR 2017/2018**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted in partial fulfillment of the requirements to
obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



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2018**


**THE INFLUENCE OF ON THE JOB TRAINING, PRODUCTIVE
SUBJECT ACHIEVEMENT, SOCIAL ENVIRONMENT AND
MOTIVATION TO WORK ON THE READINESS OF ENTERING JOB
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MAGELANG ACADEMIC YEAR 2017/2018**

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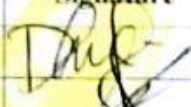


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Hereby I declare that this undergraduate thesis is my own original work.
According to my knowledge, there is no work or opinion written or published by
others, except as reference or citation by following the prevalent procedure of
scientific writing.

Yogyakarta, April 2nd, 2018

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MOTTO

“Fainnama ‘al usri yusra.. Innama ‘al usri yusra”

(QS. Al Insyirah 5:6)

“Do not lose hope, nor be sad.

You will surely be victorious if you are true in faith”

(QS. Al Imran 139)

“Those who are pessimistic will always see difficulty
in every opportunity, while those who are optimistic will always see
opportunity in every difficulty”

(Winston Churchill)

“Do not stop when you fail, but stop when you have got it”

(Author)

DEDICATION

Subhanallah .. Alhamdulillah .. Allahuakbar

Praise be to all the abundance of grace and grace of God Subhanahu Wa Ta'ala so
given the strength, ease and hope of blessing
in completing a simple work dedicated to:

The beloved

My Mother, Dwi Astuti

My Father, Djoko

My Sister & Brother, Aprillia and Panji

The Outstanding

All of my teachers

The big family of father and mother

The Special

My Bestfriend, Niffa

Friends of everything, Kiky, Luluk, In'am, Ais, Tiara, Irfan, Fauzi

The Unforgottable,

Person's name in

Menantu Idaman, D'stefalula, KKN B80,

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And Most of All,

My Almamater, Accounting Education,

Faculty of Economic, Yogyakarta State University

**THE INFLUENCE OF ON THE JOB TRAINING, PRODUCTIVE
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JOB MARKET OF STUDENT CLASS XII ACCOUNTING SMKN 2
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ABSTRACT

This research aimed to determine the influence of 1) On the Job Training toward Readiness of Entering Job Market, 2) Productive Subject Achievement toward Readiness of Entering Job Market, 3) Social Environment toward Readiness of Entering Job Market, 4) Motivation to Work toward Readiness of Entering Job Market, 5) On the Job Training, Productive Subjects Achievement, Social Environment, and Motivation to Work simultaneously toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.

This research was an ex post facto research with quantitative approach. Data collection techniques used questionnaires and documentation. The population in this research was Accounting Students Class XII of SMK N 2 Magelang Academic Year 2017/2018. The sample of 83 respondents was determined by Proportional Random Sampling technique. Instrument validity test used Product Moment correlation and reliability test used Alpha Cronbach. The analysis technique used regression.

The results showed that the (1) On the Job Training has positive and significant influence toward the Readiness of Entering Job Market with $r_{x1y}=0,540$; $r^2_{x1y}=0,292$; $t_{count}=5,781$, (2) Productive Subject Achievement has positive and significant influence toward the Readiness of Entering Job Market with $r_{x2y}=0,351$; $r^2_{x2y}=0,023$; $t_{count}=2,370$, (3) Social Environment has positive and significant influence toward the Readiness of Entering Job Market with $r_{x3y}=0,357$; $r^2_{x3y}=0,128$; $t_{count}=3,441$, (4) Motivation to Work has positive and significant influence toward the Readiness of Entering Job Market with $r_{x4y}=0,225$; $r^2_{x4y}=0,051$; $t_{count}=2,079$, (5) On The Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work has positive and significant influence toward the Readiness of Entering Job Market with $R_{y(1,2,3,4)}=0,591$; $R^2_{y(1,2,3,4)}=0,350$; $t_{count}=10,480$.

Keyword : On the Job Training, Productive Subject Achievement, Social Environment, Motivation to Work, Readiness.

**PENGARUH ON THE JOB TRAINING, PRESTASI MATA PELAJARAN
PRODUKTIF, LINGKUNGAN SOSIAL, DAN MOTIVASI BEKERJA
TERHADAP KESIAPAN MEMASUKI DUNIA KERJA
SISWA KELAS XII AKUNTANSI SMK N 2
MAGELANG TAHUN AJARAN 2017/2018**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh 1) On the Job Training terhadap Kesiapan Memasuki Dunia Kerja, 2) Prestasi Mata Pelajaran Produktif terhadap Kesiapan Memasuki Dunia Kerja, 3) Lingkungan Sosial terhadap Kesiapan Memasuki Dunia Kerja, 4) Motivasi Bekerja terhadap Kesiapan Memasuki Dunia Kerja, 5) On the Job Training, Prestasi Mata Pelajaran Produktif, Lingkungan Sosial, dan Motivasi Bekerja secara bersama-sama terhadap Kesiapan Memasuki Dunia Kerja Siswa Kelas XII Akuntansi SMK N 2 Magelang Tahun Ajaran 2017/2018.

Penelitian ini merupakan penelitian ex post facto dengan pendekatan kuantitatif. Teknik pengumpulan data menggunakan kuesioner dan dokumentasi. Populasi dalam penelitian ini adalah Siswa Kelas XII Akuntansi SMK N 2 Magelang Tahun Ajaran 2017/2018. Sampel sebanyak 83 responden ditentukan dengan teknik Proportional Random Sampling. Uji validitas instrumen menggunakan korelasi Product Moment dan uji reliabilitas menggunakan Alpha Cronbach. Teknik analisis menggunakan regresi.

Hasil penelitian menunjukkan bahwa pengaruh (1) positif dan signifikan On the Job Training terhadap Kesiapan Memasuki Dunia Kerja dengan $r_{x1y}=0,540$; $r^2_{x1y}=0,292$; $t_{hitung}=5,781$, (2) positif dan signifikan Prestasi Mata Pelajaran Produktif terhadap Kesiapan Memasuki Dunia Kerja dengan $r_{x2y}=0,351$; $r^2_{x2y}=0,023$; $t_{hitung}=2,370$, (3) positif dan signifikan Lingkungan Sosial terhadap Kesiapan Memasuki Dunia Kerja dengan $r_{x3y}=0,357$; $r^2_{x3y}=0,128$; $t_{hitung}=3,441$, (4) positif dan signifikan Motivasi Bekerja terhadap Kesiapan Memasuki Dunia Kerja dengan $r_{x4y}=0,225$; $r^2_{x4y}=0,051$; $t_{hitung}=2,079$, (5) positif dan signifikan On the Job Training, Prestasi Mata Pelajaran Produktif, Lingkungan Sosial, Motivasi Bekerja secara bersama-sama terhadap Kesiapan Memasuki Dunia Kerja dengan $R_{y(1,2,3,4)}=0,591$; $R^2_{y(1,2,3,4)}=0,350$; $t_{hitung}=10,480$.

Kata kunci : On the Job Training, Prestasi Mata Pelajaran Produktif, Lingkungan Sosial, Motivasi Bekerja, Kesiapan.

FOREWORD

Praise be to Allah SWT who gives his grace so that the undergraduate thesis entitled "The Influence of On The Job Training, Productive Subject Achievement, Social Environment and Motivation to Work on Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018" can be completed.

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May the goodness of all parties be recorded as deeds by Allah SWT and given ease in every affair. The author realizes there are still many weaknesses in the writing of this undergraduate thesis. Hopefully it can be fixed by the suggestions from many parties. Thank you.

Yogyakarta, March 21st, 2018

Author,

A handwritten signature in black ink, appearing to be 'Frida Kusumastuti', with a long horizontal stroke extending to the right.

Frida Kusumastuti

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Vocational High School (VHS) is an education which focuses on preparing graduates to be ready to enter directly into the job market with the knowledge provided both in theory and skills. VHS graduates are expected to have competencies as needed by the job market at the middle level. This is in accordance with the purpose of VHS in the curriculum of VHS Dikmenjur (2008: 9) that creates students or graduates:

1. Entering the working field and developing a professional attitude.
2. Able to choose a career, able to compete and develop themselves.
3. Become a middle-level workforce to fill the needs of business world/ industry today and the future.
4. Being a productive, adaptive and creative workforce.

VHS is increased in quantity by the government to reduce unemployment rate. Agus Sartono, Deputy of Education and Religion Ministry of Human Development and Culture Coordinator, quoted from Kompas, planned the ratio of VHS to SHS 50:50 will be increased to 55:45 even up to 60:40. Unfortunately, VHS actually gave rise to educated unemployment with an increasing number each year since three years ago. Data obtained from the *Badan Pusat Statistik (BPS)* showed the unemployment rate of VHS graduates per February 2014 is 7.21%, then increased significantly in 2015 to 9.05% and continued to creep up to 9.84% in 2016, or about 1.35 million people.

Comparison between the number of VHS graduates in 2016 with the number of labor needs in each skills sector are as follows:

Table 1. Labor Needs in Each Skills Sector in 2016

Skill Sector	VHS Graduates in 2016	Labor Needs Opportunity
Performing Arts	2.000	6.300
Fine Arts and Crafts	10.017	81.813
Tourism	82.171	707.600
Business and Management	348.945	119.255
Fisheries and Marine	17.249	3.364.297
Agribusiness and Agrotechnology	52.319	445.792
Health	60.944	68.245
Information and Communication Technology	277.545	327.813
Technology and Engineering	445.047	638.652

Source : www.youthmanual.com

Based on these data, in all skill sectors except business and management should be able to absorb all graduates because the amount of labor demand is higher than the number of graduates. If there are students who are unemployed, may be due to certain factors such as non-compliance with qualifications of labor supply with the demand of the job market. However, different cases with business and management VHS which needs to get special attention because the difference in the number of students who graduate with the labor need is much higher than the amount of labor requirement itself. As seen on the table above it can be seen that the labor need for this skill sector is only 119,255 people, but the available graduates is 348,945 people, so there is a difference of students who can not be absorbed in the job market was up to 299,690 people.

VHS is expected to graduate students to be ready deployed to the job market in accordance with the skill sector will be difficult to be realized in business and management VHS. The availability of fewer job vacancies will lead to strong competition among business and management VHS graduates. Of course, students who have the readiness to enter the job market is a great opportunity to win the competition. Readiness to enter the job market is a condition in which a person already has physical, mental, and experience maturity so they have the ability to perform activities in order to get the desired results of the job market.

SMK N 2 Magelang which is one of Business and Management VHS in Magelang and become the only Business and Management VHS in Magelang, is expected to graduate students with high competence and have readiness to enter directly in the job market in accordance with the field, especially in the accounting program which is a leading skill program on the vocational school. Based on interviews conducted on students of SMK N 2 Magelang Class XII Accounting Academic Year 2016/2017, it was found that students were fear to directly work. The students felt that they still have limited supplies to be able to work professionally in the job market, so preferred to continue the education to college first.

Then, Vice Principal for Public Relation Affairs of SMK N 2 Magelang, stated that data from alumni showed from 51 graduates of accounting study program in 2016, only 14 people who immediately worked. The rest, 27 people continued their education to universities and 10 people are

still unemployed. From 14 people who work directly, largely deviate from the accounting expertise program. The data is supported by a pre-research questionnaire distributed by the researcher to students of XI Accounting SMK N 2 Magelang Academic Year 2016/2017. From 107 students, 102 people stated ready to enter the job market after graduate from VHS, 3 people said they are not ready, and 2 people stated they are not ready yet. However, the second question in the pre-research questionnaire was about the activity plan to be chosen after graduating from VHS showed that only 40 people would enter the job market according to the skills program pursued in the vocational school. The remaining 26 people choosed to work while studying in college and 17 people choosed to continue their education to college because they did not ready to work directly with the knowledge and skills from VHS, then 8 people choosed to be an entrepreneur and did any work, and 16 people still hesitated to decide what would they do after graduating from VHS. Thus, there were students of SMK N 2 Magelang who have not had the readiness to directly enter the job market in accordance with the field as the vision of VHS in Indonesia.

Readiness to enter the job market can be influenced by various factors. According to Kardimin (2004: 2-3), there are two factors that affect the readiness of work, namely: first internal factors, the factors that come from within students, including maturity both physical and mental, pressure, creativity, interest, talent, intelligence, independence, mastery of science, skills and motivation. Second, external factors that are factors that come from outside

the student self, including the role of society, family, peers, school facilities and infrastructure, information about the job market, and work experience.

School as an external factor plays an important role in preparing graduates both with theory and practice. Theory is given in productive subjects, whereas practice is done with experience of On the Job Training. On the Job Training is an internship program organized by a vocational school to place the students in several agencies who have been invited to work together to work directly in the job market over a period of time. This is done throughout Business and Management VHS, including in SMK N 2 Magelang. Based on the interviews that have been conducted on the students of Class XII of SMK N 2 Magelang Academic Year 2016/2017, it was known that the XII grade students of the school preferred to emphasize the theory of productive subjects to maintain the highest National Examination Score in Central Java, rather than preparing to enter the job market. On the other hand, in a pre-research questionnaire that has been filled out by the students of class XI Accounting Academic Year 2016/2017 showed that the score obtained was mostly B, only some students who gets the score of A.

In addition, On the Job Training is expected to open the insights of students to the job market was still not running optimally. In fact, there were students who are placed on agencies or positions that were not relevant to their programming skills. In the opinion of Mrs. Esti, as teacher of Guidance and Counseling SMK N 2 Magelang, in an open interview conducted by the researcher, the school has been trying to put On the Job Training students in

accordance with the programming skills. However, there was still frequent miss-communication between On the Job Training assistants from the school with On the Job Training assistants from the agency, so that the students were placed based on the labor needs within the agency. Meanwhile, based on interviews with Mr. Yahya Christian Husein, Accounting Manager of PT. Mekar Armada Jaya, the company could not put the vocational students to internship in the accounting department because the company's accounting data is a sensitive company's secret and accounting work must be handled by skilled employees.

Based on interviews with Student of XII Accounting Academic Year 2016/2017, it was known there were On the Job Training students in accounting program who was implement On the Job Training by doing activities such as photocopying documents, stamp on documents, even to display merchandise, which obviously has nothing to do with the accounting skills program for three months. Although, there were more students who were placed in the field of accounting/ finance.

Beside the influence of school, the influence of the social environment of students were factors that can determine the readiness of students enter the job market. The family as the main environment of the students plays an important role to determine the future of the students. Based on the information provided by Staff of Guidance and Counseling SMK N 2 Magelang, the majority students came from middle to lower economic class families whose most of their parents are employees.

The family's economic factors require students to be ready for the job market as soon as possible because they are not tend to be able to continue their education to college, or because students are responsible for helping their family's economy. However, the number of low educational cost offerings or scholarships for underprivileged students such as Bidikmisi Program and *Beasiswa Unggulan* made the students think again to not take the opportunity to continue education to college first. Based on pre-research questionnaires and interviews on students of class XI and XII of SMK N 2 Magelang Academic Year 2016/2017, showed that students' family, especially parents support their children to continue their education to college. Regarding to the cost issue, it could be solved by registering a scholarships and while working, even some parents were ready to finance by working hard as long as their children could continue their education. The reason of parents ask their children to not work was because they saw that the work of VHS graduates do not have a good future prospects. Parents school their children to VHS just to keep if their children can not immediately continue their education to college, VHS graduate students were easier to find jobs rather than SHS graduates.

Beside, peer and neighborhood society environment also affect student's readiness to enter the job market. Although technological developments make information from all corners of the world are easy to obtain, information from peers and neighborhood society is more trusted by students. The peers and the neighborhood society environment provide information about the job market that made perceptions about the job market.

Based on the pre-research questionnaire about job market perceptions that the researcher distributed to the students of class XI Accounting SMK N 2 Magelang Academic Year 2016/2017. Some students considered the job market as a place that requires the provision of knowledge and skills they have not had when graduating from VHS.

Beside external factors, motivation to work as an internal factor of students allegedly affect the readiness of students in facing the job market. Although the social environment supports students ready to face the job market, but if the students do not have the motivation to work the students will not be mentally prepared. Student's motivation to work that appear as an encouragement because of student interest to work immediately after graduation from VHS later on low. Accounting Students of SMK N 2 Magelang are more motivated to continue their education to university.

Many other factors are suspected to affect the readiness of students in Entering Job Market, both individual's readiness mentally and in self-ability. However, the school effort factor through the provision of theory in productive subjects and practice in On the Job Training; the students' social environment both the family environment, their peers and the neighborhood society in where they live; and motivation to work is thought to be the most significant influence toward the readiness of students of SMK N 2 Magelang. Therefore, the research was done entitled The Influence of On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work toward the Readiness of Entering Job Market of Students Class XII Accounting

SMK N 2 Magelang Academic Year 2017/2018. Subject of this research was student of accounting skills program because of researcher's background as student of accounting education who later expected to become a teacher of accounting study program.

B. Problem Identification

Based on the background of the problem, it can be identified problems related to The Influence of On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work toward the Readiness of Entering Job Market of Students Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018:

1. The purpose of VHS is to prepare graduates who are ready to work has not been achieved.
2. The number of VHS graduates in business and management was bigger than the number of vacancies.
3. Some students of SMK N 2 Magelang have not been ready yet to work based on their educational backgrounds.
4. SMK N 2 Magelang emphasizes on preparing the students to get high scores in National Examination.
5. On the Job Training held by SMK N 2 Magelang is still often not in accordance with the skills expected.
6. Although coming from low economic class families, some students were motivated by their parents to pursue the higher study.

7. Perception of students of SMK N 2 Magelang about the job market still considers that the job market was too heavy and they still felt lack of knowledge to work after graduation.
8. Student motivation to continue their education was higher than to directly work after graduation.

C. Problem Limitation

Based on the background of problems and problem identification, it is necessary to have problem limitation to clarify the issues to be studied. This research will focus on On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work which is alleged to be the most significant factors causing the low readiness of Entering Job Market on the students of class XII Accounting SMK N 2 Magelang academic year 2017/2018.

D. Problem Formulation

Based on the background of the problem, problem identification and problem limitation above, then the formulation of problems are:

1. Does On the Job Training Affect the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018?

2. Does Productive Subject Achievement Affect the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018?
3. Does Social Environment Affect the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018?
4. Does Motivation to Work Affect the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018?
5. Do On the Job Training, Productive Subject Achievement, Social Environment and Motivation to Work simultaneously Affect toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018?

E. Research Objective

Based on the formulation of the above problems, the objectives in this research are to find empirical evidence of:

1. The Influence of On the Job Training toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.
2. The Influence of Productive Subject Achievement toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.

3. The Influence of Social Environment toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.
4. The Influence of Motivation to Work toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.
5. The Influence of On the Job Training, Productive Subject Achievement, Social Environment and Motivation to Work simultaneously toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.

F. Research Benefits

The results of this research are expected to provide benefits both theoretically and practically as follows:

1. Theoretical Benefits

This research is expected to contribute in the development of science in the field of education so as to improve the education system that has not been appropriate.

2. Practical Benefits

a. For Researcher

This research is useful to increase the insight and experience of researchers in the field of education which was learnt during the lectures in the study program of education.

b. For Teachers or Educational Institutions

This research is useful to encourage teachers and educational institutions to improve the quality of students through the curriculum in accordance with the needs of the job market so that the students have the readiness to enter the job market.

c. For Students

This research is useful to provide an overview of the students about the influence of factors that can determine the readiness to enter the job market so the students become wiser in making a decisions.

d. For Other Researcher

This research is useful for references for the next researchers to improve and develop for better in researching the problem.

CHAPTER II

LITERATURE REVIEW

A. Theory Review

1. The Readiness of Entering Job Market

a. The Definition of the Readiness of Entering Job Market

Readiness comes from the word ready which means already provided, was willing (*Kamus Besar Bahasa Indonesia*, 2005). While the readiness according to Chaplin J. P. In *Kamus Psikologi* (2002: 418) is the level of development of maturity or maturity that is profitable to practice something. Meanwhile, according to Hamalik (2008: 94) readiness is the level or circumstance that must be achieved in the process of individual development at the level of mental, physical, social and emotional growth. Thus, it can be concluded that readiness is a state of someone who has reached the level of maturity mentally, physically, socially and emotionally to practice something.

Work according to Hasibuan (2006: 41) is the amount of physical and mental activity that a person undertakes to do a job. Meanwhile, according to Anoraga (2014: 11) "Work is something that is needed by humans. The need can vary, develop and change, often not even realized by the perpetrators ". It can be concluded that work is an activity that a person does to meet their needs. While the job market means a work

environment that can be industrial or other workplace that has a characteristic with the habits and different rules.

Students who are ready to enter the job market is they who have known theirself to know the capacity of self-owned. Ideally, I can answer questions like "Who am I?", "What are my advantages and disadvantages?", "What is my interest?", "What do I want to achieve?", "What are the obstacles I have to face?", And so on (Ayodya, 2013: 3). If the student can answer these questions, he will understand how to behave in order to prepare to become readiness of entering job market. Kuswana (2013: 85) suggests that "Job readiness is the overall condition of the individual that includes physical maturity, mental and experience so as to be able to carry out an activity or work".

In addition, Yanto (2006: 15) also states:

"The readiness of the learners is influenced by two factors, namely the factors of within the student (internal) and external factors (external). Internal factors include student maturity, student creativity, interests, intelligence talents, self-knowledge, and motivation. While external factors include family roles, equipment completeness, school infrastructure, community roles, employment information, and work experience."

Alief Rizka H., Head of HC Recruitment & PD PT. Mekar Armada Jaya in an interview that researchers conducted on Friday, August 4th, 2017, also revealed that someone is said to be ready to work in the company if they have known theirself, so as to maximize their potential. In addition, soft skill stock is necessary. Soft skill in this case means the responsibility, independence, loyalty, honesty and so on. According Yahya Christian H, Department of Head of Accounting PT.

Mekar Amada Jaya, working readiness of accounting field is the existence of competence on one of the various deep accounting concentration. Accounting concentration include accounting taxation, financial accounting, finance accounting, auditing accounting and others. So, not only by mastering a lot of concentration but only briefly, but experts at one concentration.

So the readiness to enter the job market can be concluded in the form of a condition available to students both physically, mentally, and emotionally because of the provision of knowledge, skills and emotional intelligence, to accept the job responsibilities by facing all demands and constraints on the work environment.

b. Characteristic the Readiness of Entering Job Market

The job market is a world full of challenges so it must have the readiness of capital to be able to work well. The capital is in the form of knowledge, skills and attitude. According to Sutanto (2012: 7) the capital is a hard skill which means a person's ability that is real or visible, including intellectual ability (IQ) and soft skill which can be interpreted as an abstract ability, including the ability of emotional management (EQ). Hard skill's capital is useful for completing the work professionally and optimally, while the soft skill capital closely related to the art of carrying oneself to make someone able to address every problem that occurs in the job market appropriately.

In addition, someone can be said to be ready to enter the job market if they have the following characteristics:

1. Have the courage to accept individual responsibility.
The job market is an environment full of pressure because a company is required to meet the wants and needs of the consumer community with a product of high quality in a short time and affordable prices. Thus, the company needs a skilled employee to be able to complete all corporate activities with the division of tasks. Each employee must be able to complete the tasks assigned to the company with full of responsibility. If there are employees who depend on others to help complete the tasks which are their responsibility, then one day will hamper the work flow of the company that affects the company's losses. Even when the number of human resources in the company is lacking, then every employee should be ready to get more responsibility to help keep the company smooth.
2. Have the ability and willingness to cooperate with others.
Humans as social beings means that they need each other. Relationship between humans is a reciprocal relationship, which gives what others need and in return get what they needed from others (Sutanto, 2012: 16). In the job market in which the agency is an organization and its human resources is a team, it must be able to work together to achieve the goals of the organization. Students who have job readiness are those who want to finish a job together with others, suppressing their ego to accept other people's opinions and be patient when their opinion is not accepted, and cooperate each other. If they still raise their ego, then they are not ready to work.
3. Has a logical and objective considerations.
In making decisions, you should consider many things. Especially if the decision concerns the interests of many parties or the success of the workplace agency. Considerations taken among others are obtained from the opinions of others, thus must be a good listener. According to Sutanto (2012: 116) "... a good listener will have a good relationship with others". To be a good listener, one has to listen to the whole subject, not to cut or deny when it is not finished, to digest its meaning, and to ask what is not understood after it is finished.
4. Have a critical attitude.
In order to achieve company objectives together, all employees must be concerned with maintaining the smooth activities of the company and remind each other in case of irregularities. If you are aware of something odd, then the employee must dare to analyze.
5. Having emotional maturity for self-control.

In the workplace, a person will often face problems both with problems with their work and problems in interacting with others. These problems can trigger stress that can make emotions more sensitive. Emotions according to Sutanto (2012: 23) "is a reaction to the stimuli from the outside and within a person ...". Emotions consist of positive emotions and negative emotions. Positive emotions are such as pleasure, love, satisfaction and so on. While negative emotions are such as disappointed, frustrated, angry, sad and others. Emotions that arise from stress are of course negative emotions. Students who have a work readiness is a student who is able to manage their emotions even in conditions of distress or urgency so they can control themselves.

The characteristics of readiness to enter the job market can be used as an indicator to measure the readiness of students enter the job market because in each of these characteristics describe the conditions that indicate readiness to enter the job market.

c. Factors Affecting the Readiness of Entering Job Market

Readiness to enter the job market is influenced by several things. Sofyan (1992: 47) argues that "factors that may affect work readiness include: learning motivation, outside practice experience, previous learning achievements, and employment information". "There are seven factors that affect the readiness of the vocational students, namely: ability factor, self-image factor, supporting factor, academic factor, basic factor/innate, behavioral factor, and aspiration factor and self-potential". (Dirwanto, 2008: 16).

According to Slameto (2013: 113) the factors of readiness to enter the job market include:

- 1) Physical, mental and emotional condition
- 2) Needs, motives and goals
- 3) Other skills, knowledge and understanding that have been studied.

From Slameto's opinion, the first and second points are internal factors while the third point is an external factor. These factors are obtained by students from both school and outside the school. In vocational high school, students get a lesson both theory and practice that support students to be ready to enter the job market. While outside the school, students get information and experience about the job market from the social environment that every day socialize with students. Thus, the readiness of students in entering job market can be influenced by many factors both internal and external, high or low influence and influence directly or indirectly. To increase the readiness of students Entering Job Market, then the factors that support positively should be improved.

2. On the Job Training

a. The Definition of On the Job Training

In the Processing Standard of *Pendidikan Menengah Kejuruan* (PMK) stated that the learning process in PMK is directed to achieve the objectives developed based on the profile of graduates are: (1) faithful, pious, and noble character; (2) have a strong mental attitude to develop themselves sustainably; (3) mastering science, technology, and art and possessing skills according to development needs; (4) have productive capability in accordance with their areas of expertise either to work on the other side or entrepreneurship, and (5) contribute to the development

of competitive Indonesian industry in the global market. (Dikmenjur, 2017: 1).

Implementation of learning process in SMK other than in school also involves the job market/ industry (Du/Di) through the model of *Praktik Kerja Lapangan* (PKL) or *Praktik Industri* (Prakerin) or in SMK N 2 Magelang called On the Job Training (OJT). According Dikmenjur (2017: 1) "OJT is practice learning activities to apply, strengthen, and improve competence of the learners". Implementation of OJT involves experienced practitioners who are experienced in the field to strengthen learning practices by coaching.

Hamalik (2007: 91) states that:

"OJT is a professional preparatory stage where a student who almost completes their studies formally works in the field with the supervision of a competent administrator within a certain period of time, which aims to develop the ability to carry out responsibilities in their field."

It can be concluded that OJT is a learning that must be taken by students of SMK by going directly to the job market and guided directly by Human Resources experts in the field relevant to the competence of skills that they took in school, so that students can feel the immediate work environment and know the competence which must be prepared in accordance with the needs of the job market.

b. Function of On the Job Training

On the Job Training (OJT) according to the *Pedoman Praktik Kerja Lapangan* (PKL) made by the *Direktorat Pembinaan Sekolah Menengah Kejuruan*/ Dikmenjur (2017: 12-15) are as follows:

1. Stabilization of Competency
OJT serves to strengthen the competence of learners considering that the learning SMK is still given in simulation or reality learning but given with less standard conditions seen from the availability of types and quantities of equipment, teaching competencies, conditions and learning situations, has not been real to serve users of products or services (consumers) and others.
2. Realization of Multiple System Education Model (PSG)
OJT serves as a form of realization of PSG by performing memorandum of understanding (MoU) with Du/Di, such as SMK PIKA Semarang, SMK Negeri 1 Singosari Malang opening ASTRA class, SMK N 3 Banduran Sidoarjo (STM Perkapalan) with PT PAL Indonesia. Theory and basic practice are done in schools whereas vocational theory and vocational practice are conducted in the Industry. SMK conducts competency analyzes that must be mastered both at school and at Du/Di and undertakes agreement on learning practice scheduling.

c. Benefits of On the Job Training

OJT organized by SMK has benefits for all related parties. Based on *Pedoman Praktik Kerja Lapangan (PKL)* made by *Direktorat Pembinaan Sekolah Menengah Kejuruan/ Dikmenjur* (2017: 5), the benefits of OJT activities are as follows:

1. Benefits for students
 - a. Apply and improve the knowledge gained in school.
 - b. Add insight into the job market, especially in the form of direct work experience (real) in order to instill a positive work climate oriented to care about the quality of the process and the work.
 - c. Increase and improve competence and can also call for a high work ethic.
 - d. Have a productive ability in accordance with the competence of skills learned.
 - e. Developing skills in accordance with guidance/ direction of industry counselors and can contribute to the job market.
2. Benefits for schools
 - a. Establishment of mutually beneficial relationship between school and Du/Di.

- b. Improve the quality of its graduates through work experience during OJT.
 - c. Develop school programs through curriculum synchronization, learning process, teaching factory, and development of practical facilities and infrastructure based on observations at the OJT site.
 - d. Improve the quality of graduates.
3. Benefits for the job market
- a. Du/Di better known by the community especially the school community so it can help product promotion.
 - b. Positive and constructive feedback from SMK for the development of Du/Di.
 - c. Du/Di can develop processes and or products through optimization of OJT participants.
 - d. Get qualified candidates for their work according to their needs.
 - e. Enhance the positive image of Du/Di because it can contribute to education as well as implementation of Presidential Instruction No. 9 of 2016.

Benefits of OJT proposed by Djojonegoro (1998):

- 1) The results of students will be more meaningful, because after graduation will really have the provision of expertise to plunge into the field of work so as to improve the standard of life and for the provision of self-development in a sustainable manner.
- 2) Lead time to achieve professional skills is shortened because after graduation PSG does not require further practice to reach the level of ready-made expertise.
- 3) Professional expertise gained through PSG can elevate the price and confidence of graduates, which will ultimately lead them to improve their higher skills.

Thus, it can be concluded that OJT activities have benefits for all parties involved both from schools, industry and students themselves. For schools, OJT is useful to know the needs of the workers in the job market so that schools can provide appropriate education so that graduates from the school is not difficult to find work. For the industry, OJT can be a means of promoting the industry in society and lifted a positive image that the industry contributes to

education. As for students, OJT shows the real job market so that students know the competence that must be prepared according to the needs of the industry.

d. Purpose of On the Job Training

Implementation of OJT has a goal to provide experience for vocational students other than theoretical science on Productive Lessons. Hamalik (2007: 76) argues that "in general the training aims to prepare and guide both structural and functional employees who have the ability to implement loyalty, the ability to dedicate and good discipline". Based on *Pedoman Praktik Kerja Lapangan (PKL)* made by Direktorat Pembinaan Sekolah Menengah Kejuruan/ Dikmenjur (2017: 4) OJT has several objectives:

1. Provide direct work experience (real) to the learners in order to instill (internalize) positive work climate oriented on care about the quality of the process and the work.
2. Inculcate a high work ethic for learners to enter the job market in facing of global job market demands.
3. Meet the things that have not been met in school to achieve the integrity of the competency standards of graduates.
4. Actualizing one form of activity in the implementation of the Multiple System Education Model (PSG) between SMK and Du/Di Coupling Institutions that systemic and systemically combine.

Then it can be concluded that OJT is held with the aim to familiarize students face the immediate environment of the job market so as to guide students' sensitivity and better prepare themselves after OJT.

e. Implementation of On the Job Training

Based on *Dikmenjur* (2017: 17-33) the flow of OJT implementation consists of planning, implementation and assessment described as follows:

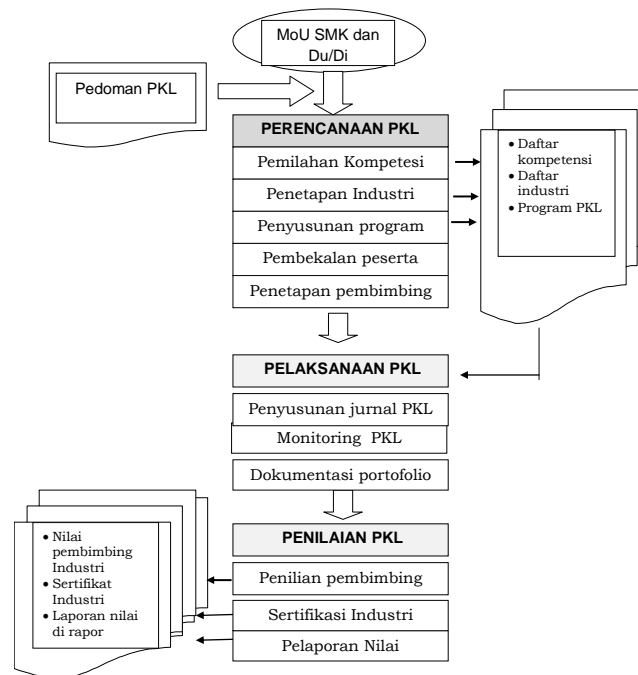


Figure 1. Implementasion OJT

1) Planning

- Sorting of Competence and Sorting of Industry

Sorting of competence is the process of analyzing KD and learning practices or work in the syllabus. This is done by taking into consideration the carrying capacity and resources of the school and the partner institution. Based on the consideration of the available resources of each pairing institution, clarity about KD and learning practices that learners can learn in OJT activities. The results of KD analysis and practical learning will

be the basis for determining the industry. After the school performs the competency sorting by means of KD analysis and practice learning topics on competency skills subjects, followed by industry determination.

- Preparation of OJT Program

Based on the results of industry determination, the school subsequently develop an OJT program that contains a number of Basic Competencies that will be learned learners in the job market.

- Implementation of OJT Implementation

Implementation of OJT is set as follows:

➤ OJT is held for 6-10 months which can be done in class XI and/ or class XII for 3 years program and or class XII and XIII for 4 years program. To ensure the implementation of the On the Job Training (PKL) program, alternatives can be arranged as follows:

❖ If the On the Job Training (PKL) program will be implemented in the 4th semester of class XI, the school must reorganize the learning topics in semester 4 and semester 5, so that the On the Job Training (PKL) does not reduce the time for learning material on semester 4 and some materials in semester 4 can be moved to semester 5.

- ❖ If the On the Job Training (PKL) program will be implemented in the 5th semester of class XII, the school must apply the same arrangement for the learning materials in both semesters.
- OJT can be performed using daily patterns (120 -200 days), or weekly patterns (24-40 weeks) or monthly patterns (6-10 months) as described in Chapter II.
- In order to meet the equal distribution of hours in the Pair/ Industry Institution which has less than 5 days per week working hours, the school needs to arrange the rotation of the OJT group participants.
- Implementation of national content learning subjects and cantonal content can be conducted in educational and/or industrial units (integrated with OJT) with Portfolio as the main instrument of assessment.
- If the learning of national content subjects and cantonal content is not integrated in the OJT activities then the national content subjects and territorial content are carried out in the education unit (before OJT or after return from OJT activities) with the number of hours equivalent to the number of hours a semester. But in reality in SMKN 2 Magelang OJT activity only held for 3 months in semester 4.
- Debriefing of OJT Participants

The debriefing of OJT participants is intended to provide an understanding of the learning activities to be undertaken in the Pair/ Industry Institution. OJT training materials for learners include the following:

- Characteristics of work culture in industry;
- Work rules in the industry;
- Preparation of journals;
- Portfolio document creation, and
- OJT assessment

2) Implementation

- Journal of OJT Activities

During the learning activities in the Pair/ Industry Institution, learners must compile a journal of OJT activities. These journals are made as complete as possible according to the learning/ job topics and other tasks that industry mentors provide and notes of key events (learning experiences) during OJT activities at the Pair/ Industry Institution.

- Documentation of portfolio OJT

The portfolio documentation of OJT is prepared by learners under the guidance of a Pair/ Industry Counselor. The creation of portfolio documentation is done by compiling records of learning experiences from all work/ learning activities in the Pair/ Industry Institution derived from the OJT activity journal.

3) Assessment

Assessment of OJT is according to the *Panduan Penilaian pada Sekolah Menengah Kejuruan* by *Dirjen Pendidikan Menengah Kejuruan* (2015, 45-68) stated that the OJT assessment includes assessment of learners' learning outcomes during the OJT program and assessment of OJT implementation results.

f. Indicators of On the Job Training

On the Job Training can be said to succeed when it has achieved the set goals. These goals can be achieved if the implementation is in accordance with the correct procedures and awareness of each party involved in On the Job Training activities to exercise their rights and obligations respectively. On the Job Training activities that run smoothly include a series of activities starting from the beginning before the activity or pre On the Job Training, when On the Job Training took place, until On the Job Training ended.

Thus, the indicators used to measure the successful implementation of On the Job Training include the following:

1. Understanding of On the Job Training
Understanding of On the Job Training includes students' understanding of the purpose, function, benefits of the On the Job Training itself so that students can take learning in On the Job Training activities optimally.
2. Pre-activities of On Job Training
The knowledge and skills given by the students in accordance with their field by the school before the students are deployed in On the Job Training activities should be sufficient because as the stock of students in facing the workplace directly.

3. On Job Training

On the Job Training can run well if there is a suitability of knowledge and skills of students with the required in the job market so that students can apply their own knowledge to complete responsibilities during On the Job Training activities. Students and other parties who involved in On the Job Training can work together to facilitate activities. The industry side where On the Job Training is implemented, provides input and guidance when students make mistakes or inappropriate in completing their responsibilities. The supervising teacher from the school monitors the On the Job Training implementation to keep the activities going accordingly.

4. Post-Activities of On the Job Training

After On the Job Training is over, students, school supervising teacher and industry counselors evaluate the activities by providing useful feedback both for students individually and to schools or industries where On the Job Training executes so as to be a joint improvement in the future.

3. Productive Subject Achievement

a. The Definition of Productive Subject Achievement

Achievement is the reaching of something. In Big Indonesian Dictionary (2005: 895), achievement is defined as a result that has been achieved (from what has been done, done). Achievement in this case can be interpreted as learning achievement. According to Tirtonegoro (2006: 43) "Learning Achievement is the assessment of the results of activities expressed in the form of symbols, numbers, letters and sentences that can reflect the results achieved by each child in a certain period. Meanwhile, according to Suryabrata (2008: 28), argued that the achievement of learning includes psychomotor changes so that learning achievement is the ability of students in the form of mastery of knowledge, attitudes, skills achieved in learning after they carried out learning activities.

Subjects consist of adaptive, normative, and productive subjects.

Normative subjects are subjects that aim to instill a character in students such as subjects of Religious Education, Civic Education, Indonesian Language, Physical and Health Education, and Art. Adaptive subjects are subjects to broaden students' insight into their environment such as Natural Sciences, Mathematics, Social Sciences, and so on. Productive subjects are subjects related to skills competence in vocational students. Competence of accounting expertise in SMK N 2 Magelang seen from the Student Results Report Book of SMK N 2 Magelang which have productive subjects include:

- 1) Semesters 1 and 2
 - a. Introduction to Economics and Business
 - b. Introduction to Office Administration
 - c. Introduction to Financial Accounting
 - d. Digital Simulation
 - e. Professional ethics
 - f. Fundamentals of Banking
 - g. Application Processing Numbers (Spreadsheets)
 - h. Accounting for Services Company
- 2) Semesters 3 and 4
 - a. Introduction to Economics and Business
 - b. Introduction to Office Administration
 - c. Introduction to Financial Accounting
 - d. Accounting for Trading Companies
 - e. Financial Accounting
 - f. Computer Accounting
 - g. Tax Administration
- 3) Semester 5
 - a. Financial Accounting
 - b. Accounting for Trading Companies
 - c. Computer Accounting
 - d. Accounting for Manufacturing Company
 - e. Tax Administration

Thus, the achievement of productive subjects means the results obtained by students in taking learning on all productive subjects in

accordance with the competence of accounting expertise which is shown by the value of the number of report book semester 5 (five) to representative.

b. Factors Affecting Productive Subject Achievement

Achievements achieved by students in productive subjects are influenced by several factors. Dalyono (2005: 55-60) argues that these factors are as follows:

- 1) Internal factors (which come from within the self), include:
 - a) Health, physical and spiritual health greatly affect the ability to learn, therefore health care is very important for everyone both physically and mentally.
 - b) Intelligence and talent, if someone has a talent in the field studied, then the learning process will be smooth and successful.
 - c) Interest and motivation, a very big interest in something is a big capital, meaning to achieve/ obtain objects or goals of interest.
 - d) How to learn, how to learn a person also affect the achievement of learning outcomes, learning without regard to techniques and physiological factors, psychology and health sciences, will obtain results that are less satisfactory.
- 2) External Factors (which come from outside the self), include:
 - a) Family, parents factor is very big influence on the success of children in learning.
 - b) School, the state of the school where learning affects the level of learning success.
 - c) Society, society conditions also determine learning achievement.
 - d) The immediate environment, the living environment is also very important in influencing learning achievement.

Based on the above opinion it can be seen that the factors that influence the achievement of productive subjects derived from internal and external support of students.

c. Indicators of Productive Subject Achievement

Indicators are intended to measure the productive subject achievement from students. One of the measuring tools that can be used to measure the achievement is by the test of learning achievement. According to Sudjana (2003: 5) assessment of learning achievement can be done with various types of assessment, i.e formative assessment, summative assessment, diagnostic assessment, selective assessment, and placement assessment.

Measurement of the productive subject achievement on students in this research can be measured by calculating the average value of student report book class XII Accounting SMK N 2 Magelang on all productive subjects on semester 5.

4. Social Environment

a. The Definition of Environment

Dalyono (2012: 30) argues that human behavior is controlled by reward or reinforcement of the environment. Environment is the condition around humans run every activity of life. The environment according to Sartain psychologist from America quoted and translated by Purwanto (2007: 28) is

"The environment encompasses all the conditions that in some way affect our behavior, growth, development or life process except the genes, and even genes can also be seen as providing the environment other genes."

Convergence Theory (Walgito, 2004) states that the environment has an important role in the development of individuals. Thus, the environment is thought to affect every individual in deciding an opinion related to his life. The environment consists of social environment, technological environment, economic environment, and demographic environment. Social environment is the most powerful environment affecting the individual because the social environment is a reciprocal relationship or social interaction that occurs between humans, both individuals with individuals, individuals with groups, as well as groups with groups on an on going basis.

The social environment consists of the primary social environment and the secondary social environment. Primary environment occurs when among individuals with one another have a close relationship and know each other well, such as family environment. The secondary social environment is an environment in which the individuals within it have relationships with other individuals, but the inter-individual influences are relatively insufficient, for example peers environment and neighborhood communities environment where someone lives (Susanto, 2016).

b. Family Environment

The family simply means a relationship formed when a man with a married woman then gives birth to a child. The family can take the

form of a main family (father, mother, and child), or extended family (grandparents, brother/ sister, maid). (Tirtarahardja and La Sulo, 2005: 168). Families are the first environment individuals learn about life such as religious education, moral, emotional, knowledge, skills, social and so on. As the opinion of Hasbullah (2012: 38) namely:

"The family environment is the first educational environment, because in this family the first child gets upbringing and guidance. It is also said to be the main environment because most of the child's life is in the family so that the upbringing most widely accepted by the child is in the family."

The family environment with all the conditions contained within it that include the background of family members, family traditions and the way parents educate, will be able to support, guide and encourage someone for the future life (Koranti, 2013). The intensity of an individual's communication is higher and deeper with the family environment than any other environment, so that it can give a strong influence to the development and mindset.

Simply by observing the internal conditions of the family and connecting with the habits implanted in the family, then individuals can learn, including in terms of determining a career in the future. A child decides his future career by looking at his family's career journey, both parents and relatives who first enter the job market. Trauma or bad incident that ever happened to the family can be a learning so as not to happen again. In addition to the upbringing and guidance that parents provide and the observations made and the perceived experience, several

things related to the family environment can also influence the development of the individual. Such as the background of the family's faith in the religion adopted, the atmosphere of the house formed, the culture or tradition, the economic condition and the nature or wisdom of the parents themselves in the face of every family matter.

With this theory it can be concluded that the family environment has an influence on the individual to determine the future of their career. In this case including students if graduating school will continue to study or work can be influenced by the family environment either directly through advice, advice or even orders, or indirectly because of the insistence of economic conditions, observations of experience and so on. Thus, conditions and family support can be used as an indicator in measuring the influence of family environment on readiness of students to enter the job market.

c. Peers Environment

Peers are friends of the same relative age. Peer environment means a friendship relationship of a group of individuals who have the same relative age and have proximity due to intensity in high interaction. As Vembriarto (2003: 54) points out:

"Peer environments are a group of the same individuals. The same meaning here means that peer group members have similarities in their various aspects. An important equation consists primarily of age and social status. "

According to Tirtarahardja and La Sulo (2005: 181) "peer group is a group consisting of people who are at the same age, between the age of play groups in childhood, monosexual groups that only consisted of children of the same sex or gang groups of naughty children". Environment of peers is a group of individuals both children, adolescents, and adults who have the age and taste of relatively the same and have a high intensity of socializing so that the proximity caused can provide interrelationships affect. This is agreed with statement of Laursen (2005: 138) that :

“Knowing that the peer group is a tremendous influential factor during the years of adolescence, cultivating positive peer environments can be a particularly effective way of supporting adolescents. A positive peer group offers acceptance, emotional avenues for catharsis, and a place for testing new values and judgments...”

According to Robbins in Abu Ahmadi (2007: 195-197), there are 4 types of peer groups that have an important role in the process of socialization, namely:

- 1) Game group
This group of peers is formed spontaneously, the activity is typical of children.
- 2) Gang, divided into 4 namely:
 - a) Delinquent alley, which is a teenage alley whose purpose is to make mischief to gain material advantage.
 - b) Retreatist gang, a gang whose members are drunk, smoking marijuana, addicted to narcotics.
 - c) Social gang, which is a teenage gang whose purpose of activity is social.
 - d) Violent alley, which is a teenage alley whose purpose is to engage in violence for the sake of violence itself.
- 3) Club
Is a group of peers who are formal and have a regular social organization. In this group there is guidance and direction from

adults. Examples: scouting associations, arts associations, sports clubs, and student organizations.

4) Clicks

A social group consisting of two or more people whose relationships are very familiar. Membership is voluntary and informal membership with its members is emotional. The most important feature of this group is that its members always plan to be in the same place, work together, and go to a common place.

Thus, it can be assumed that in peer relationships can strongly influence each other due to emotional attachment and relatively equivalent level of thinking. Conditions and support from peers can be used as an indicator to measure its influence with students readiness for entering the job market.

d. Neighborhood Society Environment

Humans as social creatures live together in the smallest scope with the family environment, then the environment of peers and in the wider scope is to socialize with the environment of the community residence or commonly called the neighborhood society. Society in English terms is the sociocultural society of Latin *socius* meaning friend. While from Arabic *syaraka* means a group of people who mingle with each other, or interact with each other. According to Horton (2014) "Neighborhood society environment is an environment consisting of human beings who are independent, have lived together for long periods of time in one region and the same culture". Soekanto (2014) describes the environmental picture of society from the characteristics of the neighborhood society environment, among others, as follows:

- 1) The number of people living together as many as two or more people.
- 2) Stay together for a long time.
- 3) Realize that they are unity.
- 4) Have a system to live together because they feel related to each other.

M. Yatimin Abdullah quoted by Rahmaniyah (2010: 102) said that:

"Neighborhood society is the place where individuals live interact. The social environment can change in the matter of belief, reason, customs, nature of knowledge, and can primarily change the ethics of individual behavior. That is, in the interpersonal environment interdependent processes always occur, between one individual with another individual. In short, it can be said that the social environment can lead to human progress and decline."

Neighborhood society environment can be a medium for students to learn from experience mainly related to work experience. "Educators in the neighborhood society are adults, people who have the advantages that students need, neighborhood society leaders, and formal and informal leaders" (Sukmadinata, 2009: 8). Educators in the neighborhood society is the part of neighborhood society that can be influencer. From the neighborhood society educators the students will obtain information that can be used as a consideration in determining the decision to work school after school later.

"Neighborhood influences are definitely a part of the extrafamilial microsystems in ecological systems theory" (Bronfenbrenner, 1977). Students can not be separated from the influence of the surrounding neighborhood society. Although the family can fortify the students from the bad influence on the neighborhood society, it is undeniable that the

students record consciously any behavioral patterns in the neighborhood society where they live. Families only need to keep increasing the strength of the fort because if the castle is broken, then the students will follow bad behavior in the neighborhood society to get recognition.

From some of the above opinions it can be concluded that the neighborhood society has an effect on the student's decision to work. Whether the decision will work or not, or the type of job chosen. A neighborhood society environment that mostly works as a laborer, will make students choose a labor work than other jobs. A neighborhood society environment that mostly continues to study in college will influence students to follow it, and so on. Therefore, the condition and support of the neighborhood environment can be used as an indicator to measure the readiness of students to enter the job market.

5. Motivation to Work

a. The Definition of Motivation to Work

Motivation is a stimulus that can move a person to do something.

Motivation by Uno (2013: 10) is:

"Motivation is an internal and external impulse in a person to make changes in behavior, the desire to engage in activities, the impulse, the need to engage in activities, the hopes and ideals, the respect and self-respect, and the good and interesting activities. "

Motivation is a strong rudder in bringing someone to do something demonstrated by enthusiastic behavior, goal-oriented, and having a clear target work both individually and in groups. Motivation

has elements of purpose, strength from within individuals and benefits (Danim, 2004: 14). From some of the above opinion can be concluded that motivation is an impulse arising from an individual to achieve an expected. The existence of a strong motivation, can minimize a person to give up before reaching what is to be achieved.

Working means doing an activity to produce something by expecting mutual money. Thus, the motivation to work is an encouragement both from within and outside the self that someone has to work to realize his goals and/or earn income to meet their needs. Just as students who have the motivation to work means that students have a strong desire to work so that activities undertaken during the school will lead to things that make it easier to face the job market.

b. Function of Motivation to Work

The function of motivation is for someone to be stronger in fighting for what they want to achieve. They will not give up easily when faced with adversity. In addition, everyday behavior is more directed to achieve the goals to be achieved, thus avoiding things that are not in line with those goals. According Sukmadinata (2009: 62) motivation has two functions, namely:

- 1) Directing (directional function)
In directing the activity, motivation plays a role or move the individual away from the goal to be achieved.
- 2) Enabling and improving activities (energeting function)
An activity that is not motivated or very weak motive will be done with no serious, not directional, and most likely will not bring results, and the otherwise, if the motivation is big or

strong it will be done seriously, directed, and full of spirit, so it will likely work.

The function of motivation is also explained by Purwanto (2007: 70) as follows:

- 1) Encouraging people to act. The existence of motivation will serve as a driver or as a motor that gives energy/ power to someone in doing a job/ activity.
- 2) Determine the direction of deed. That is towards the realization of a goal that is true/ ideals. Motivation prevents misappropriation from the path that must be taken to achieve the goal.
- 3) Selecting human deeds. This means determining which actions to do, which are harmonious to achieve the goal.

From some opinions above can be concluded that the motivation to work for students has a function so that students can prioritize activities or things related to their dream to work. Students will prepare themselves as well as possible in order to work school well later. It will not be easily influenced to give up or do activities that deviate from its purpose of work.

c. Factors Affecting Motivation to Work

Motivation in a person can grow due to the factors that influence it. These factors come from outside the self, such as experience, knowledge, and so on, as well as awareness from within. In this case it includes motivation to work. According to Uno (2013: 10) states that:

“Motivation to enter the job market arises because of the desire to perform activities, the impetus and the need to perform activities, the existence of hope and aspirations, the self-respect, the existence of a good environment and the existence of interesting activities.”

Kartini Kartono (1991: 82) argues that the motivation of students to work immediately after school is as follows:

- 1) Economic necessity, namely to meet the needs of life.

- 2) The desire to nurture a career, this is in the condition of a person who despite his economic condition does not require, they still work for a career. There are also motivated to use the skill.
- 3) Awareness that development requires labor, both male and female, this motive encourages those who do not need to work for economic reasons are included in the job market. They work volunteer. Areas of work that many volunteers handled include the following:
 - a) Community Organizations
 - b) Education Sector (literacy, kindergarten, playgroup, elementary, junior high school and so on.
 - c) Health Sector (Posyandu, PMI, Heart Foundation, corneas, etc.)
 - d) Economic Sector (Cooperative Savings and Loans, developing home industry, etc.)
 - e) Social/ Non-formal vocational education (fostering family welfare in rural areas, setting up skills courses for drop-out children, and so on.

Based on some opinions above it can be concluded that the motivation to work on students arise caused by the desire of within the students themselves and because of factors from outside. Both of these factors if mutual support, then the student's motivation becomes stronger.

d. Work Motivation Indicators

Indicators that can be used to measure work motivation are as follows:

- 1) The desire to realize the ideas
If students have a desire to realize their dreams as soon as possible then work is a top priority for the dream job to be achieved immediately.
- 2) Physiological needs
Students who want to help the family economy will tend to prefer to work school because they do not want to be a burden for parents.
- 3) Desire to be independent

A student who wishes to fulfill all of their own personal needs will choose to work immediately after school to seek income from their own efforts.

- 4) The desire to have experience so as to increase self-ability
After obtaining knowledge and skills, students who want to apply their knowledge to the job market directly in order to gain experience will choose to work hard after school than continuing studies to college.
- 5) As honor and dignity
There are students who feel that by working after graduate from school is more honorable than continuing studies to college by burdening the parents and working even though they are not in accordance with their field is much better than being an unemployed.
- 6) Looking for information about the job market
Students who intend to work hard after graduate from school will be diligent in searching for information about jobs from various sources from the job market, job fair events, printed media, electronic media, internet, and so on. The information may be a job vacancies, job descriptions, salaries, and other matters related to work that suit their interests.

B. Relevant Research

1. Undergraduate Thesis research conducted by Desti Suryani, Accounting Education student of FE UNY in 2015 entitled Influence of Motivation to Work, Learning Achievement, and Industrial Work Practice Experience toward the Readiness of Working Class XII Competency of Accounting Expertise at SMK Negeri 1 Bantul Academic Year 2014/2015.

The subjects of this research are Class XII Students of Accounting Expertise Competence At SMK Negeri 1 Bantul Academic Year 2014/2015 amount of 95 students. Technique of data collecting using documentation which is used to obtain data of Learning Achievement variable and

questionnaire that used to obtain data variable of Work Readiness, Work Motivation, and Industrial Work Practice Experience.

The instruments trial test consists of validity test and reliability test. The test of the instrument was conducted on 64 students of class XII Accounting Expertise Competence at VHS Negeri 1 Yogyakarta academic year 2014/2015 with 24 items of valid statement and very high reliability for questionnaire Work Readiness, 18 items of valid statement and very high reliability for questionnaire Work Motivation, and 24 items of validity and reliability are very high for the Work Practice Experience questionnaire. The prerequisite analysis test consists of normality test, linearity test, and multicollinearity test. The hypothesis test consists of simple regression and multiple regression of three predictors.

The result of this research are (1) There is positive and significant influence of Work Motivation to Work Readiness of Grade XII Competence of Accounting Expertise at SMK Negeri 1 Bantul academic year 2014/2015 with correlation coefficient r_{x1y} equal to 0,686; coefficient of determination r^2_{x1y} equal to 0,471; and t_{count} equal to 9,094 bigger than t_{table} equal to 1,662. (2) There is a positive and significant influence of Learning Achievement on Work Readiness of Grade XII Competence of Accounting Expertise at SMK Negeri 1 Bantul academic year 2014/2015 with r_{x2y} correlation coefficient of 0.164; coefficient of determination r^2_{x2y} equal to 0,027; and t_{count} equal to 1,663 bigger than t_{table} equal to 1,662. (3) There is a positive and significant influence of Industrial Work Practice

Experiences on Job Readiness of Grade XII Competence of Accounting Expertise at SMK Negeri 1 Bantul academic year 2014/2015 with correlation coefficient r_{x3y} of 0.333; coefficient of determination r^2_{x3y} equal to 0,111; and t_{count} of 3.403 is bigger than t_{table} equal to 1,662. (4) There is positive and significant influence of Work Motivation, Learning Achievement, and Industrial Work Practice Experiently on Work Readiness of Grade XII Competence of Accounting Expertise at SMK Negeri 1 Bantul academic year 2014/2015 with correlation coefficient $R_{y(1,2,3)}$ of 0.712; coefficient of determination $R^2_{(1,2,3)}$ equal to 0,508; and F_{count} of 31.265 is greater than F_{table} of 2.70.

Research of Desti Suryani relevant to the research that will researchers do because the three independent variables and one dependent variable are the same, and data obtained using the same data collection techniques. In addition, the research subjects are the same that is class XII VHS accounting program. The difference with the study above is there was no one of independent variable (Social Environment), the research above used multiple regression with three predictors while researcher in this research used multiple regression with four predictors.

2. Undergraduated Thesis research conducted by Ari Prasetyani, Accounting Education student of FE UNY in 2013 entitled Influence of Industrial Work Practice Experience, Achievement of Accounting Learning, and Motivation of Entering Job market to Readiness of Working Class XII Student

Accounting Expertise Program SMK Negeri 1 Pengasih Academic Year 2012/2013.

The subjects of this research are Class XII Accounting Expertise Program Students In SMK Negeri 1 Pengasih Academic Year 2012/2013 amount of 63 students. Technique of collecting data using questionnaire that used to obtain variable data of Industrial Work Practice, Motivation of Entering Job market and Work Readiness and documentation used to obtain data of Accounting Student Achievement variable. The test of the instrument consists of validity test and reliability test.

The Instrument Trial test was conducted on 33 students of class XII Accounting Expertise Program at SMK Negeri 1 Yogyakarta Academic Year 2012/2013 with 18 items of valid statement and very high reliability for questionnaire Work Readiness of Students, 11 items of valid statement and high reliability for questionnaire Motivation of Entering Job market, and 16 points of validity and reliability are very high for the questionnaire of Industrial Work Practice Experience. The prerequisite analysis test consists of normality test, linearity test, and multicollinearity test. The hypothesis test consists of simple regression and multiple regression of three predictors.

The results showed that: 1) There is a positive and significant influence of Industrial Work Practice Experiences on Work Readiness of Grade XII Students Accounting Expertise Program SMK Negeri 1 Pengasih Year 2012/2013, indicated value $r_{x1y} = 0.647$; $r^2_{x1y} = 0,419$; $t_{count} =$

6.627, and $p = 0.00$. 2) There is a positive and significant influence of Achievement of Accounting Learning on Work Readiness of Grade XII Students Accounting Expertise Program SMK Negeri 1 Pengasih Year 2012/2013, which shows the value of $r_{x2y} = 0.396$; $r^2_{x2y} = 0.157$; $t_{count} = 3.366$, and $p = 0.00$. 3) There is a positive and significant influence of Motivation of Entering Job market on Student Work Readiness Class XII Accounting Expertise Program SMK Negeri 1 Pengasih Academic Year 2012/2013, which shows the value of $r_{x3y} = 0.486$; $r^2_{x3y} = 0.236$; $t_{count} = 4.340$, and $p = 0.00$. 4) There is a positive and significant influence of Industrial Work Practice Experience, Achievement of Accounting Learning, and Motivation of Entering Job market simultaneously on Work Readiness of Grade XII Accounting Expertise Program of SMK Negeri 1 Pengasih Academic Year 2012/2013, shown that $R_{y(1,2,3)} = 0.734$; $R_{y^2(1,2,3)} = 0.539$; $F_{count} = 22.955$, and $p = 0.00$.

The research by Ari Prasetyani is relevant to the research that the researcher will conduct because the three independent variables and one dependent variable are the same, and the data obtained using the same data collection technique. In addition, the subject of the same research that is class XII VHS accounting skills program. The difference with the study above is there was no one of independent variable (Social Environment), the research above used multiple regression with three predictors while researcher in this research used multiple regression with four predictors.

3. Thesis research conducted by Kurniatin, a graduate student of Vocational Technology Education at Universitas Pendidikan Indonesia in 2016 entitled Role of Career Guidance, Motivation of Entering Job market and Work Practice Experience on Vocational Students Working Readiness.

The subjects of this research are the students of class XII of the whole expertise program at SMK Negeri 1 Cilaku Cianjur with the total of 120 students. Data collection techniques used questionnaires to measure Motivation of Entering Job Market, Work Practice Experience and Work Readiness and documentation to find data related to all variables.

The Instrument Trial Test consists of validity test and reliability test. The instrument test was conducted on 30 students of grade XII from all expertise programs at SMK Negeri 1 Cilaku with 35 points of valid statement and high reliability for Work Readiness questionnaire, 25 items of valid statement and high reliability for Career Guidance Questionnaire, 25 items of valid statement and high reliability for Question of Motivation of Entering Job Market, and 22 points of validation and high reliability statement for Work Practice Experience questionnaire. The prerequisite analysis test consists of normality test and homogeneity test. The hypothesis test consists of simple regression and multiple regression of three predictors.

The results showed that the three factors that became the determinant variable that is career guidance, motivation of entering the job market and Work Practice experience are correlated high with the readiness of the vocational students. career guidance contributes greatly in shaping the

readiness of student work that is equal to 52.40% means that career guidance psychologically provide the provision for students as well as provide guidance in choosing a career that suits with talents, interests and abilities. Reinforced by the motivation of entering into the job market students are expected to have steadiness in the readiness of work in this case contributes 44.4%, Work Practice experience contributes 42.8%. Work Practice Experience as part of the experience of students in the real job market when they are still studying at school makes them have the basis of experience to know and provide supplies when they have been really working. Meanwhile, for the calculation of the contribution of the three variables simultaneously to the variable Y obtained by 63.70%, meaning that a greater contribution if the three variables simultaneously.

The research by Kurniatin is relevant to the research that the researcher will do because the two independent variables and one dependent variable are the same, and the data obtained using the same data collection technique. The difference with the study above is there was no one of independent variable (Social Environment) but there was a variable that did not researcher use i.e Role of Career Guidance, the research above used multiple regression with three predictors while researcher of this research used multiple regression with four predictors, and subject of research which become a sample of the study above cover all of skill competencies, not only on the competence of accounting skills.

4. The dissertation research conducted by Valery Lang Hall, a University of Georgia student in 2010 entitled Work Readiness of Career and Technical Education High School Students.

The subject of this research is the final high school students who follow the Career and Technical Education program in Georgia. Data collection techniques is using documentation.

The results of this study indicate that the type of career and technical education program enrollment does not necessarily affect the work readiness of students. Based on the findings from this study, the added increase of community relationships and required work-based learning experiences found in career academies do not seem to be influencing the level of basic workplace skills obtained by high school students. Being the first of its kind in Georgia, this study was important in that identification of work readiness comparisons among career and technical education students can be beneficial to educators targeting different approaches to implementation. With growing budget constraints and trying to do more with less, Georgia must understand the level of work readiness students possess upon graduation in order to shape effectively the future of career and technical education programming.

Valery Lang Hall's research is relevant to research that will be conducted by researchers because it has the same theme, namely the readiness in entering the workforce. The difference with the study above is it indicates the readiness of the work for students who follow the special

program Career and Technical Education, the subject of the study above was the general high school students, not for vocational students, and it used a qualitative approach.

5. Undergraduate Thesis Research conducted by Hanum Risfi Mahanani, Management students of Diponegoro University in 2014 entitled Analysis of the Influence of Internal and External of Environmental Factors on Interest in Entrepreneurship (Research on the students of SMA Negeri 1 Semarang).

The subjects of this research are students of SMA Negeri 1 Semarang with the total of 915 people. Data collection techniques is using questionnaires and interviews.

The results showed that the social and family environment variables and technological environment variables have a positive and significant effect on entrepreneurship interest. As for the good variables that are confident, task-oriented and the result of the courage to take risks, leadership, future-oriented, innovation and creativity, and the school environment there is no significant influence on entrepreneurship interest.

Hanum Risfi Mahanani's research is relevant to the research that the researcher will do because one of the independent variables is the same that is the environment (external), and the data obtained using the same data collection technique. The difference is that in the study above did not use three independent variables and one dependent variable which is the same with this research, the subjects of the research above were for general high school students instead of vocational students, and the research above used

multiple regression with two predictors while this research used multiple regression with four predictors.

C. Research Framework

1. The Influence of On the Job Training toward the Readiness of Entering Job market

On the Job Training is an activity that must be taken by all students of VHS for several months to get experience from the job market directly in accordance with the competence of their expertise. Thus, students are not only imagine the job market to be faced after graduating from VHS later, but have observed and felt by themselves.

Through On the Job Training students will be better equipped to enter the job market because they have understood what is needed. Students are accompanied and guided by professional officers from the institution where On the Job Training executes during the event, so that the knowledge and skills obtained by students increases. The more knowledge and experience that students get when following On the Job Training, the students mental will be more mature, so more ready to enter the job market.

2. The Influence of Productive Subject Achievement toward the Readiness of Entering Job market

Achievement is something that can be achieved by someone. In the world of education, achievement describes the ability of students in mastering competency standards. Student achievement can be seen from the

value of the lesson. The higher the value of the student, the more they mastered the subject matter provided by the teacher.

In vocational schools there are productive subjects of competency skills that do not exist in senior high school because this final school focus to prepare students to enter the job market. In productive subjects, students do not only learn the theory of a field of science, but also practice. The number of face-to-face hours on productive subjects is much greater than general subjects, so that the knowledge and skills of students on their skills are greater.

Students who have high productive subject achievement will be better prepared to enter the job market in accordance with the field of expertise because the students already have knowledge and skills.

3. The Influence of Social Environment toward the Readiness of Entering Job market

Humans are social beings which means they can not meet their own needs. Therefore, every human beings create relationships with other humans. Relationships that formed between humans then make people affect each other's lives.

The social environment is the circle of relationships between a person and the nearest person who meets and communicates in his or her daily life with greater intensity. The role of the social environment in influencing a person in making decisions is very high because of one's emotional closeness to the environment.

The social environment of the students is the family environment, the environment of peers and the neighborhood community. The family environment is supposedly the most influential to the student because of the longstanding attachment, since the student was born. In addition, the intensity of meetings with families is more frequent and communication is more profound.

Then the environment of peers is in second place in influencing a person because the students let alone who are entering the age of adolescents tend to follow the pattern of association from peers to be accepted. Then the third is the neighborhood community where the student lives because the students every day socialize in the community.

These three environments can affect a student's work readiness because the information obtained by students about the job market will shape students' perceptions of the job market. Good and bad information obtained by students will affect students' interest to enter the job market which further affects readiness of Entering Job Market.

4. The Influence of Work Motivation toward the Readiness of Entering Job market

Motivation is an impulse arising from one's self to do something. With a strong motivation, a person will be maximal in carrying out a job and earnest in achieving his dream. The difficulties encountered will not make them give up quickly.

Vocational students who have the motivation to work immediately after graduating will try to prepare themselves to be accepted in the job market. The students do not want their dream to work in accordance with the skills program that has been reached in the VHS failed to be achieved because of unreadiness caused by less competent students.

Because of the student's motivation, the material given by the teacher during the lesson time will be felt less, so look for other sources to add insight. Students will actively seek information to understand exactly what the job market is. In addition, students will not miss if there is an opportunity to attend training that can add skills.

Therefore, the greater the motivation to work that is owned by students, it will be more enterprising in preparing themselves to fit into the job market by adding knowledge and skills. When students feel worthy, it means they have the readiness to enter the job market.

5. The Influence of On the Job Training, Productive Subject Achievement, Social Environment and Work Motivation simultaneously toward the Readiness of Entering Job market

Readiness to enter the job market is not solely embedded in all students who take education in Vocational High School (VHS) directly. The readiness is formed on the factors that affect students' mental facing the work world after graduating from school later.

The experience that students get during they stayed in VHS greatly determines the readiness of students. Such experiences can be knowledge,

skills, and also mental, derived from the efforts of the students themselves and the students get from others. Experience in the form of knowledge can be obtained from students subjects obtained by students in learning in schools, the results of discussions of the social environment that daily interact with students, and from other sources such as where students perform On the Job Training.

The practice experience of students get from productive subject that solve various types of cases related to the competence of expertise, as well as the implementation of On the Job Training in the real job market. While the mental form of the level of knowledge and skills that have been owned by students.

The experience can affect the readiness of students Entering Job Market and may also have no effect depending on the students' self-motivation to take the experience or simply accept it without applying it. If the students maximize in conducting On the Job Training, learning on productive subjects, taking information as well as positive things that support students to enter the job market of the social environment where students socialize because of students' motivation to work is high, then students will have the readiness to enter the job market.

D. Research Paradigm

Based on the thinking framework, the relationship between variables in this research can be described in the research paradigm as follows:

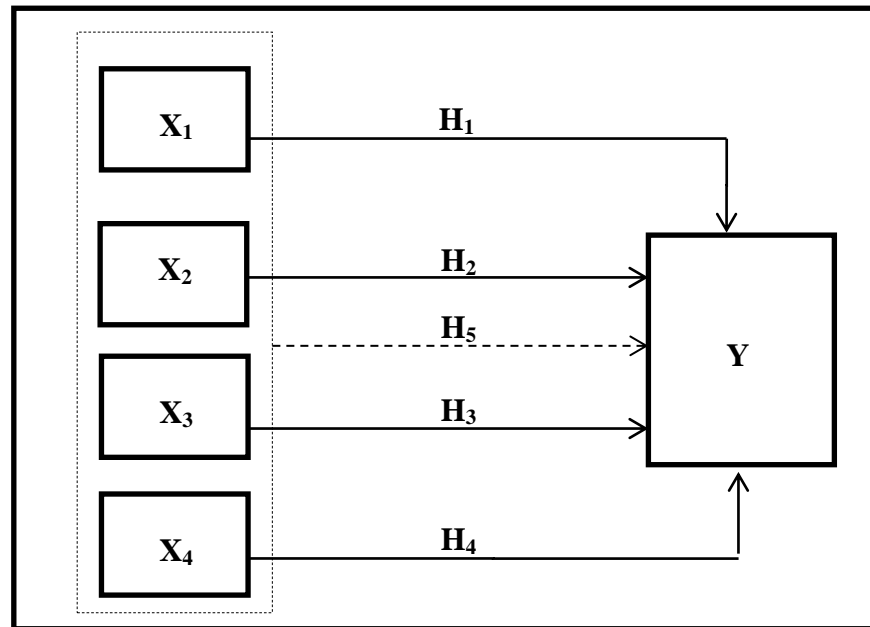


Figure 2. Research Paradigm

Explanation:

X_1 : On the Job Training

X_2 : Productive Subject Achievement

X_3 : Social Environment

X_4 : Work Motivation

Y : Readiness of Entering Job Market

H_1 : The Influence of On the Job Training toward the Readiness of Entering Job Market

H_2 : The Influence of Productive Subject Achievement toward the Readiness of Entering Job Market

H_3 : The Influence of Social Environment toward the Readiness of Entering Job Market

H_4 : The Influence of Motivation to Work toward the Readiness of Entering Job Market

H_5 : The Influence of On the Job Training, Productive Subject Achievement, Social Environment and Motivation to Work simultaneously toward the Readiness of Entering Job Market

— : Singular influence line

-----: Simultaneous influence line

E. Research Hypothesis

Review on the theories and previous research, it can be arranged the hypothesis as follows:

H1 : On the Job Training positive and significantly influence the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.

H2 : Productive Subject Achievement positive and significantly influence the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.

H3 : Social Environment positive and significantly influence the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.

H4 : Motivation to Work positive and significantly influence the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.

H5 : Motivation On the Job Training, Productive Subject Achievement, Social Environment and Motivation to Work simultaneously positive and significantly influence toward the Readiness of Entering Job Market of the Students Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is an ex post facto research because it only reveals existing data on research variables without making a particular treatment or manipulation of the research variables. Kerlinger in Sukardi (2013: 165) gives the definition "ex post facto research more formally as that in which the independent variables have already occurred and which the researcher starts with the observation of dependent variable". In summary, ex post facto is defined as an observation made after the event passes (Arikunto, 2013: 17). Thus, because the data obtained is the result data from events that have been going on, the researchers only reveal facts based on the measurement of symptoms that already exist in the respondents.

The approach used in this research is quantitative approach. Quantitative approach is an approach used to measure variables using numbers processed through statistical analysis. This research aims to determine the effect of independent variables, namely On the Job Training (X1), Productive Subject Achievement (X2), Social Environment (X3), and Motivation to Work (X4) toward the dependent variable Readiness of Entering Job Market (Y).

B. Place and Times of Research

This research was conducted at SMK N 2 Magelang which is located at Jalan A Yani No135A, Kedungsari, Magelang Utara, Kota Magelang which runs from March 2017 until February 2018.

C. Population and Samples

1. Population

According to Sugiyono (2015: 17) population can be interpreted as a generalization of subjects that have certain characteristics set by researchers to be studied and taken conclusions.

The population in this research were all students of Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018 amount of 106 people from 3 (three) classes with details as follows:

Table 2. Distribution of Population Research

Class	Amount
XII Accounting 1	35
XII Accounting 2	35
XII Accounting 3	36
TOTAL	106

Source : Primary Data

2. Sample

Samples are part of a population that can represent randomly picked characteristics or representatives.

A Sample is any part of the fully defined population. ... To make accurate inferences, the sample has to be representative. A representative sample is one in which each and every member of the population has an equal and mutually exclusive chance of being selected (Banarjee & Chaudhury, 2010: 60-65)

The sample in this research is Participants of Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018 amount of 83 people obtained by using sampling technique proportional random sampling. Determination of the number of samples can use the following Slovin formula, as mentioned by Astuti (2016: 46) as follows:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = Sample quantity

N = Population Size

e = Percentage of error tolerance by 5%

Based on the above formula can be seen the number of samples taken in this research are:

$$n = \frac{106}{1 + 106(0,05)^2}$$

$$= 83,79 \text{ rounded to } 83$$

For details the number of samples per class is calculated in the following way:

Table 3. Distribution of Research Sample Number

No	Study Program	Amount	Sample
1.	XII Accounting 1	35	$\frac{35}{107} \times 85 = 27$
4.	XII Accounting 2	35	$\frac{35}{107} \times 85 = 27$
8.	XII Accounting 3	36	$\frac{36}{107} \times 85 = 29$
	TOTAL	106	83

Source : Primary Data Processed

D. Variables and Operational Definition of Research Variables

1. Variable

In this research there are two variables, namely:

- a. The dependent variable is the variable that is influenced, or which becomes the result because of the independent variables (Sugiyono, 2015: 61). The dependent variable in this research is Readiness of Entering Job Market stated in Y.
- b. Independent variables are variables that affect, or be the cause of change or the emergence of dependent variable/ bound (Sugiyono, 2015: 61). The independent variables in this research are On the Job Training (X_1), Productive Subject Achievement (X_2), Social Environment (X_3), and Motivation to Work (X_4).

2. Operational Definition of Research Variable

The definition of operational variables is an indication of how a variable is measured in a research so that in this research variables are determined by the theoretical basis of On the Job Training, Productive Subject Achievement, Social Environment, Motivation to Work, and Readiness of Entering Job Market. Operationally these five variables can be defined as follows:

- a. Readiness of Entering Job Market (Y)

Readiness of Entering Job Market is an available condition to students both physically, mentally, and emotionally because of the provision of knowledge, skills and emotional intelligence, to accept the job

responsibilities by facing all the demands and constraints on the work environment. The Indicators of Readiness of Entering Job Market are having the courage to accept individual responsibility, having the ability and willingness to cooperate with others, having a logical and objective considerations, having a critical attitude, having an emotional maturity for self-control.

b. On the Job Training (X_1)

On the Job Training is a learning that must be taken by the students of SMK by plunging directly into the job market and guided directly by the Human Resources experts in the field relevant to the competence of skills that he took in school, so that students can feel the immediate work environment and know the competence which must be prepared in accordance with the needs of the job market. Indicators of On the Job Training include the understanding of On the Job Training, Pre On the Job Training: knowledge and skills training, On the Job Training activities: the suitability of knowledge and skills provided with the school needed in the workplace where On the Job Training and guidance monitoring by mentors from the teachers and agencies during On the Job Training, and post On the Job Training activities: students' opinions on evaluation conducted by the school and the institution where On the Job Training conducted.

c. Productive Subject Achievement (X_2)

Productive Subject Achievement is the result obtained by students in taking learning on all productive subjects in accordance with the competence of accounting expertise which is shown by the value of the number of report cards semester 5 (five). Productive Subject Achievement is measured using productive grades documentation which is taken from the value of report card semester 5.

d. Social Environment (X_3)

Social environment is a reciprocal relationship or social interaction that occurs between humans, individuals with individuals, individuals with groups, as well as groups with groups on an ongoing basis. The social environment consists of the family environment, the environment of peers and the community of residence. Indicators of the Social Environment include family environmental conditions, support from the family environment, peer environmental conditions, support from peer environments, neighborhood environmental conditions of residence, support from neighboring neighborhoods.

e. Motivation to Work (X_4)

Motivation to Work is an encouragement both from within and outside of a person's own to work to realize his goals and/ or earn income to meet their needs. Indicators of Motivation to Work include the desire to realize the ideals in the career, physiological needs, the desire for independence, the desire to have experience so as to increase self-

ability, as honor and dignity, and seek information about the job market.

E. Data Collection Technique

Data collection techniques used in this research are as follows:

1. Questionnaire

According to Sugiyono (2015: 199) "questionnaire is a technique of data collection conducted by giving a set of questions or questions written to the respondent to answer". Or simply, the questionnaire is a list of questions to be answered by the respondents (Santosa & Muliawan, 2007: 18). In this research the questionnaire is used to obtain data on On the Job Training (X_1), Social Environment (X_3), Motivation to Work (X_4) and Readiness of Entering Job Market (Y) students of class XII SMK N 2 Magelang Academic Year 2017/2018.

2. Documentation

According to Arikunto (2010: 274) "documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, ledgers, agenda, and so on". Documentation in this research is used to get data on Productive Subject Achievement (X_2) of students class XII SMK N 2 Magelang Academic Year 2017/2018.

F. Research Instrument

Instruments used to obtain information about On the Job Training, Productive Subjects Achievement , Social Environment, Motivation to Work and Readiness of Entering Job Market is a questionnaire and documentation. Questionnaire contains items to be answered by respondents. Questionnaire used is a closed questionnaire, which is an alternative questionnaire that the answer has been available, so that the respondents just choose. The preparation of this instrument is based on theoretical studies that have been developed and then developed in the indicators which are further elaborated in the statement points.

Table 4. Instrument Grids of Readiness of Entering Job Market (Y)

No	Indicator	Item Number	Amount
1.	Have the courage to accept individual responsibility	1, 2, 3, 4*, 5*, 6	6
2.	Have the ability and willingness to cooperate with others	7*, 8, 9, 10	4
3.	Have logical and objective considerations	11, 12, 13	3
4.	Has a critical attitude	14*, 15, 16	3
5.	Having emotional maturity for self-control	17, 18, 19, 20*	4
TOTAL			20

The items with asterisks (*) are negative statements

Table 5. Instrument Grids of On the Job Training (X_1)

No	Indicator	Item Number	Amount
1.	Understanding of On the Job Training	1, 2, 3, 4*	4
2.	Pre-activity On the Job Training: Knowledge and skill training	5, 6, 7	3
3.	On the Job Training Activities: a. The suitability of knowledge and skills provided by the school with what is needed in the job market where On the Job Training b. Monitoring guidance by mentors from teachers and agencies during On the Job Training	8, 9, 10*, 11, 12, 13*, 14, 15, 16, 17*	10
4.	Post-On Job Training Activities: Student's opinions on the evaluation conducted by the school and the institution where On the Job Training	18, 19, 20	3
TOTAL			20

The items with asterisks (*) are negative statements

Table 6. Instrument Grids of Social Environment (X_3)

No	Indicator	Item Number	Amount
1.	Family environment conditions	1*, 2, 3, 4	4
2.	Support from family environment	5, 6, 7, 8*	4
3.	Peer environmental conditions	9, 10, 11*	3
4.	Support from peer environments	12, 13*, 14	3
5.	Environmental conditions of neighborhood	15, 16, 17*	3
6.	Support from neighborhood	18, 19, 20*	3
TOTAL			20

The items with asterisks (*) are negative statements

Table 7. Instrument Grids of Motivation to Work (X₄)

No	Indicator	Item Number	Amount
1.	The desire to realize the ideals in the career	1, 2, 3*, 4	4
2.	Physiology needs	5, 6, 7*	3
3.	The desire to be independent	8, 9, 10*	3
4.	The desire to have experience so as to increase the self ability	11, 12*, 13	3
5.	As honor and dignity	14, 15, 16	3
6.	Looking for information about the job market	17, 18*, 19, 20	4
TOTAL			20

The items with asterisks (*) are negative statements

Determination of the score in this research questionnaire is using Likert Scale modified into 4 (four) alternative answers. Alternative answers to each item along with scores for positive statements and negative statements are as follows:

Table 8. Alternative Answer Score

Alternative Answer	Score	
	Positive	Negative
Strongly Agree/ Always	4	1
Agree/ Often	3	2
Disagree/ Rarely	2	3
Strongly Disagree/ Never	1	4

Source: Sugiyono (2010)

G. Instrument Trial Testing

The purpose of the instrument trial test is to determine the level of validity and reliability of the instrument that will be used to obtain data. The test of the instrument is done to the Class XI Student of Accounting SMK Negeri 1 Yogyakarta of the academic year 2017/2018 with the subject of 30

people and they are not the respondent who will be the research sample. The selection of Class XI Student of SMK Negeri 1 Yogyakarta as respondents in the instrument trial test because it has similar characteristics to SMK N 2 Magelang. Details of the 30 persons are as follows:

Table 9. Determination of Instrument Trial Test

No.	Study Program	Amount
1.	XI Accounting 1	15
2.	XI Accounting 2	15
TOTAL		30

Source: Primary Data Processed

After obtaining the data from the questionnaire, the next step analyzes the validity and reliability of the instrument.

1. Instrument Validity Test

Instrument validity test serves to measure the validity level or validity of an instrument. In this research, the formula used to test the validity of the instrument is Product Moment correlation (Pearson) as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

r_{xy} = Correlation Coefficient

N = Number of Respondents

$\sum XY$ = Total multiplication of item scores

$\sum X$ = Total of item scores

$\sum Y$ = Total of total scores

$\sum X^2$ = The sum of squares of the item score

$\sum Y^2$ = Total sum of squares

(Arikunto, 2013: 213)

The decision criteria for determining the item is valid if the price is greater than or equal to the price at 5% significance level, if it is less than the price at 5% significance level then the item in question is not valid.

2. Instrument Reliability Test

According to Arikunto (2013: 221) "reliability refers to a sense of the instrument that an instrument is reasonably believed to be used as a data-gathering tool because the instrument is already good". In testing the reliability of this research instrument used with Alpha Cronbach test as follows:

$$r_{11} = \left[-\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma b^2}{\sigma^2 t} \right]$$

Information:

r_{11} = instrument reliability
 k = Number of questions
 $\sum \sigma b^2$ = number of variance items
 $\sigma^2 t$ = total variance

(Arikunto, 2013: 239)

If the alpha coefficient is greater than the significance level of 5%, then the questionnaire is declared reliable. Conversely, if the alpha coefficient is smaller than the 5% significance level, then the questionnaire is not reliable.

The above calculation results are further consulted by the following classifications:

Table 10. Interpretation of Correlation Coefficient

Coefficient Interval	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,00	Very Strong

Source : Sugiyono (2015: 257)

Instruments are said to be reliable if greater or equal to 0.6. Conversely, if the alpha is smaller than 0.6 then the research instrument is declared as not reliable.

H. Data Analysis Technique

1. Data Description

Analysis of data descriptions of On the Job Training variables, Productive Subject Achievement, Social Environment, Motivation to Work and Readiness of Entering Job Market include presentation of Mean (M), Median (Me), Modus (Mo), Standard Deviation (SD), Distribution Table Frequency, Graph and The Table of Variable Tendencies of each variable.

a. Mean, Median, Mode dan Deviation Standard

According to Santosa & Muliawan (2007: 68) "the mean is the average number of data sets that gives an idea of something ...". The mean is calculated from the sum of all values in the data divided by the number of data. The median is the middle value of the sequence of data that has been ranked from the smallest to the greatest or the otherwise (Santosa & Muliawan, 2007: 74).

Mode is the value of the most common data or the value of data with the largest frequency. As suggested by Santosa & Muliawan (2007: 78) "mode is the data that has the most frequencies or most often occurs". Standard deviation is the best deployment measure because it can be used to compare a set of data with others "(Santosa & Muliawan, 2007: 104). It can be said that the standard deviation is a measure of the distribution of data because it has a unit of data and its middle value.

b. Distribution Table of Frequencies

1) Determine the number of interval classes

To determine the length of the interval, used the formula Sturges

Rule, namely:

$$k = 1 + 3,3 \log n$$

Information:

k = Number of data classes

n = Number of observation data

\log = Logarithm

(Sugiyono, 2012: 35)

2) Calculate the class range

To calculate the range of data, used the following formula:

Class range = maximum score - minimum score

3) Determining the class length

To determine the length of the class used the formula as follows:

Class Length = class range / number of intervention class

c. The Table of Variable Tendencies

The next description determines the categorization of scores obtained by each variable. From the scores are then divided into 3

categories. Categorization is done based on the Mean Ideal and Deviation Standard Ideal which obtained by the following formula as mentioned by Parwanti (2014: 55) :

$$Mi = \frac{1}{2} (\text{Highest Score} + \text{Lowest Score})$$

$$SDi = \frac{1}{6} (\text{Highest Score} - \text{Lowest Score})$$

Data of research variables are categorized by the following rules:

1) High Group

All students who score $X \geq Mi + 1SDi$.

2) Medium Group

All students who score $Mi - 1SDi \leq X < Mi + 1SDi$.

3) Low Group

All students who score $X < Mi - 1SDi$.

(Arikunto, 2013: 264)

2. Analysis of Requirement Test

After performing the above mentioned steps the data collected should be tested first to be analyzed. Requirements to be met are normality test, linearity test of multicollinearity test, and heteroscedasticity test.

a. Normality Test

This test aims to determine whether the data concerned is normal or not. Data that has a normal distribution means the data is said to actually represent the population because this research is a sample research. Normality test on the data distribution of this research using Kolmogorov-Smirnov formula, which is as follows:

$$Kp = 1,36 \sqrt{\frac{n_1 + n_2}{n_1 n_2}}$$

Information:

Kp = Kolmogorov-Smirnov price

n_1 = number of sample observed/obtained

n_2 = expected number of sample

(Sugiyono, 2012: 389)

Data is said to be normal distribution if $Kp \geq 0,05$ and the otherwise, data is said not distributed normal if $Kp < 0,05$.

b. Linearity Test

This test is aimed to find out whether each independent variable (X) and dependent variable (Y) as predictors in regression analysis fulfill linearity assumption to be analyzed by regression analysis model or not.

The formula used is as follows:

$$F_{reg} = \frac{RKreg}{RKres}$$

Information:

F_{reg} = the price of the number F for the regression line

$RKreg$ = the square of the regression line

$RKres$ = mean squares of residue

(Arikunto, 2013: 212)

The price of F_{count} is then consulted with a price of F_{table} with a 5% error rate. If $F_{count} \leq F_{table}$, then the regression is linear, and the otherwise if, If $F_{count} > F_{table}$ then it is not said to be linear.

c. Multicollinearity Test

The multicollinearity test is used to test whether the tested variable has a linear relationship with more than one variable. The formula used is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Information:

r_{xy} = correlation coefficient between variables X and Y

N = number of respondents

$\sum XY$ = total multiplication of X and Y

$\sum X$ = total score of variable X

$\sum Y$ = total score of variable Y

$(\sum X)^2$ = total squares of variable scores X

$(\sum Y)^2$ = total squares of variable scores Y

(Arikunto, 2013: 213)

If the value of tolerance between each independent variable is $> 0,10$ or the value of Variance Inflation Factor (VIF) < 10 , then the model can be declared free of multicollinearity so the regression analysis can be continued. However, if the value of tolerance between each independent variable $< 0,10$ or VIF value > 10 , it is assumed to be a multicollinearity. If there is a multicollinearity between independent variables then the regression analysis test can not be proceed.

d. Heteroscedasticity Test

Heteroskedasticity test is used to determine variations of variables that are not the same for all observations. In heteroscedasticity, the error is not random but shows a systematic relationship corresponding to the magnitude of the variable freely either one or more. This test uses Spearman's rho formula mentioned by Astuti (2016: 59) which is as follows:

$$r_s = 1 - 6 \left(\frac{\sum d^2}{n^3 - n} \right)$$

Information:

- r_s = Spearman correlation coefficient
 d = Difference between deviation standard rank (S) and error absolute value rank (l e l) value $e = Y - \hat{Y}$
 n = number of samples

Testing method of Spearman's rho correlation using the 0.05 significance level with 2-sided test. If the correlation between independent variables with residual gained significance of more than 0.05 then it can be said that there is no problem of heteroscedasticity on regression model.

3. Hypothesis Test

Testing of hypothesis is using formula of regression analysis one predictor to know influence of free variable to dependent variable, regression analysis four predictors to know influence of independent variable simultaneously to dependent variable.

a. Simple Regression Analysis

This analysis is used to determine the influence of On the Job Training (hypothesis 1), Productive Subject Achievement (hypothesis 2), Social Environment (hypothesis 3), Motivation to Work (hypothesis 4).

The steps are as follows:

1) Create a simple linear regression line

$$Y = aX + K$$

Information:

X = criteria

Y = Predictor

a = Predictor coefficient number

K = constant number

(Hadi, 2004: 13)

- 2) Looking for a simple correlation between X1, X2, X3 and X4 with Y

using the following formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Information:

r_{xy} = The correlation coefficient between Y and X

$\sum xy$ = Number of multiplication between X and Y variable scores

$\sum x$ = Total score of variable X

$\sum y$ = Total score of variable Y

(Hadi, 2004: 4)

- 3) The t test is used to find out whether the correlation coefficient value is significant or not (Sundayana, 2015: 214). The t test is calculated using the formula:

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

Information:

t = calculated t value

r = correlation coefficient

n = count case

r^2 = quadratic coefficients

(Sugiyono, 2012: 230)

If $t_{count} \geq t_{table}$, then the influence of On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work toward the Readiness of Entering Job Market is significant. Conversely, if $t_{count} \leq t_{table}$, then the influence of On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work toward the Readiness of Entering Job Market is not significant (Sugiyono, 2012: 231).

b. Multiple Regression Analysis of Four Predictors

Multiple Regression Analysis of four predictors are used to test the four independent variables on dependent variables, that are the hypothesis of On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work on Readiness of Entering Job Market of Grade XII Students of SMK N 2 Magelang Academic Year 2017/2018.

The multiple regression steps are as follows:

1. Make a regression line equation with four predictors with the following formula:

$$Y = a_1X_1 + a_2X_2 + a_3X_3 + a_4X_4 + K$$

Information:

Y	= Criteria
X_1, X_2, X_3, X_4	= On the Job Training (predictor 1), Productive Subject Achievement (predictor 2), Social Environment (predictor 3), and Motivation to Work (predictor 4)
a_1, a_2, a_3, a_4	= coefficient of On the Job Training (predictor 1), coefficient of Productive Subject Achievement (predictor 2), coefficient of Social Environment (predictor 3), and coefficient of Motivation to Work (predictor 4)
K	= constant number

(Hadi, 2004: 28)

Then to find the prices of a_1 , a_2 , a_3 , and a_4 is by parsing the formula above into normal equations using the least squares method then eliminated. Having found the prices a_1 , a_2 , a_3 , and a_4 then can be arranged regression equation that can be used to predict the value of the dependent variable if the independent variable is set.

2. Finding the correlation coefficient (R) between the predictors X1, X2, X3, X4 with Y to know whether the independent variables simultaneously to the dependent variable has a positive or negative relationship. A positive relationship means a positive correlation coefficient, whereas a negative relationship means the correlation coefficient is negative. The formula used is as follows:

$$R_{y(1,2,3,4)} = \sqrt{\frac{a_1 \sum X_1 Y + a_2 \sum X_2 Y + a_3 \sum X_3 Y + a_4 \sum X_4 Y}{\sum Y^2}}$$

Information:

$R_{y(1,2,3,4)}$ = correlation coefficient between Readiness of Entering Job Market (Y) with On the Job Training (X_1), coefficient of Productive Subject Achievement (X_2), coefficient of Social Environment (X_3), and coefficient of Motivation to Work (X_4)

a_1 = predictor coefficient of On the Job Training (X_1)

a_2 = predictor coefficient of Productive Subject Achievement (X_2)

a_3 = predictor coefficient of Social Environment (X_3)

a_4 = predictor coefficient of Motivation to Work (X_4)

$\sum X_1 Y$ = number of product between On the Job Training (X_1) and Readiness of Entering Job Market (Y)

$\sum X_2 Y$ = number of product between Productive Subject Achievement (X_2) and Readiness of Entering Job Market (Y)

$\sum X_3 Y$ = number of product between Social Environment (X_3) and Readiness of Entering Job Market (Y)

$\sum X_4 Y$ = number of product between Motivation to Work (X_4) and Readiness of Entering Job Market (Y)

$\sum Y^2$ = sum of squares criterium Readiness of Entering Job Market (Y)

(Hadi, 2004: 28)

The correlation coefficient is used to find the relationship between variables X1, X2, X3, X4 with Y. If the coefficient of double correlation (R) > 0 or positive (+) then the relationship is positive.

Meanwhile, if the coefficient of double correlation (R) < 0 or negative (-) then the relationship is negative. After that the correlation level is categorized using the following guidelines:

Table 11. Interpretation of r Value

r Value	Interpretation
0,80 until 1,00	Very Strong
0,60 until 0,79	Strong
0,40 until 0,59	Medium
0,20 until 0,39	Low
0,00 until 0,19	Very Low

Source: Sugiyono (2015: 184)

3. Finding the coefficient of determination (R^2) between the predictors

X_1, X_2, X_3, X_4 with Y to calculate the contribution of variables $X_1,$

X_2, X_3, X_4 simultaneously to Y using the following formula:

$$R^2_{y(1,2,3,4)} = \frac{a_1 \sum X_1 Y + a_2 \sum X_2 Y + a_3 \sum X_3 Y + a_4 \sum X_4 Y}{\sum Y^2}$$

Information:

$R^2_{y(1,2,3,4)}$ = coefficient of determination between Readiness of Entering Job Market (Y) with On the Job Training (X_1), coefficient of Productive Subject Achievement (X_2), coefficient of Social Environment (X_3), and coefficient of Motivation to Work (X_4)

a_1 = predictor coefficient of On the Job Training (X_1)

a_2 = predictor coefficient of Productive Subject Achievement (X_2)

a_3 = predictor coefficient of Social Environment (X_3)

a_4 = predictor coefficient of Motivation to Work (X_4)

$\sum X_1 Y$ = number of products between On the Job Training (X_1) and Readiness of Entering Job Market (Y)

$\sum X_2 Y$ = number of products between Productive Subject Achievement (X_2) and Readiness of Entering Job Market (Y)

$\sum X_3 Y$ = number of products between Social Environment (X_3) and Readiness of Entering Job Market (Y)

$\sum X_4 Y$ = number of products between Motivation to Work (X_4) and Readiness of Entering Job Market (Y)

$$\sum Y^2 = \text{sum of squares criteria of Readiness of Entering Job Market (Y)}$$

(Hadi, 2004: 28)

The coefficient determination is the square of the correlation coefficient (R^2) which is the proportion of the variance of the two variables so that the variance that occurs in the dependent variable can be explained by the variance that occurs in the independent variable.

4. Finding multiple regression significance with F test to determine the effect of independent variables together on the dependent variable using the following formula:

$$F_{reg} = \frac{R^2 (N-m-1)}{m (1-R^2)}$$

Information:

F_{reg} = F regression line price

N = case count

M = predictor count

R = correlation coefficient between criterium and predictor

(Hadi, 2004: 23)

Then F_{count} consulted with F_{table} . If $F_{count} \geq F_{table}$, then the influence between On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work simultaneously to the Readiness of Entering Job Market significant. Conversely, if $F_{count} \leq F_{table}$, then the influence between On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work simultaneously to the Readiness of Entering Job Market is not significant.

5. Finding Relative Contributions (RC) and Effective Contribution (EC)

a. Relative Contributions (RC)

The relative contribution is the percentage of the ratio given by a free variable to other independent variables. The relative contribution shows how much the relative contribution of each predictor to the criteria for predictive purposes. The formula used is as follows:

$$RC\% = \frac{\alpha \sum xy}{JK_{reg}} \times 100\%$$

with,

$$JK_{reg} = a_1 \sum X_1 Y + a_2 \sum X_2 Y + a_3 \sum X_3 Y + a_4 \sum X_4 Y$$

Information:

SR = relative contribution of a predictor

α = predictor coefficient

$\sum xy$ = number of products between X and Y

JK_{reg} = sum of squares of regression

(Hadi, 2004: 37)

The relative contribution of a predictor shows the relative contribution of the independent variable to the dependent variable, then the rest is derived from the other un-researched variables.

b. Effective Contribution (EC)

Effective contribution is the predictor contribution calculated from the overall effectiveness of the regression called the effective contribution of regression. Effective donations are used to determine the effectiveness of each criteria to the criteria by taking

into other independent variables that are not examined. The formula used is as follows:

$$EC\% = RC\% \times R^2$$

Information:

$SE\%$ = effective contribution of a predictor

$SR\%$ = relative contribution of a predictor

R^2 = coefficient of determination

(Hadi, 2004: 39)

Effective contribution shows the amount of contribution of each predictor to the criteria with the amount of coefficient of determination by still taking into other independent variables that are not examined.

CHAPTER IV

RESULT OF RESEARCH & DISCUSSION

A. Result of Research

1. Description of Research Location

SMK N 2 Magelang is one of business and management SMK in the city of Magelang. SMK N 2 Magelang is located at Jalan A Yani No.135A Kedungsari, Magelang Utara, Magelang City which was established on January 1, 1968. SMK N 2 Magelang has four competence expertise namely Accounting, Software Engineering, Office Administration, and Marketing.

SMK N 2 Magelang has the vision and mission as follows:

a. Vision

"The realization of educational institutions based on technology and communication in order to produce human resources who are faithful, superior, competent, competitive and global insightful."

b. Mission

- 1) Implementing competency-based education system by utilizing information and communication technology.
- 2) Improving the quality of education in order to produce graduates who have national identity and competitive advantage in national and global market.
- 3) Increasing the role of business world/ industrial world in the implementation of education and training.

4) Build a reliable and noble entrepreneurial spirit.

SMK N 2 Magelang has a sufficient room facilities with several new buildings such as headmaster room, 4 vice headmaster rooms, accounting laboratories, software engineering laboratories, office administration laboratories, marketing laboratories, libraries, expertise competency room, teacher room, Guidance and Counseling (BK) room, TU staff room, computer laboratory, OSIS room, COSPALA room, AVA room, Student Health Unit (UKS) room, NorA room, sports field, mosque, kitchen, toilet, warehouse, school guard room, EDMart, cafeteria, and school cooperation.

2. Data Descriptive

Research data were obtained from questionnaire and documentation. Questionnaires distributed to the respondents who samples in this research that was 83 students from 3 classes of XII Accounting SMK N 2 Magelang with the details of 35 students class XII Accounting 1, 35 students class XII Accounting 2 and 36 students class XII Accounting 3. Documentation obtained from Student Learning Results Report class XII Accounting SMK N 2 Magelang.

The data descriptions presented in this research are Mean (M), Median (Me), Modus (Mo), Standard Deviation (SD), frequency distribution tables, Maximum score (Max), Minimum score (Min), as well as table of each categories of research variables. The result of the data descriptions are shown in the following table:

Table 12. Research Data Description

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation
The Readiness of Entering Job Market	83	15	43	58	53,47	3,10
On the Job Training	83	20	47	67	55,78	4,43
Productive Subject Achievement	83	9	86	95	90,45	1,70
Social Environment	83	20	39	59	47,77	4,07
Motivation to Work	83	22	42	64	53,57	4,83

Source : Primary Data Processed

a. The Readiness of Entering Job Market

Based on the information in the data description table above it could be seen that the Readiness of Entering Job Market variable had a minimum value of 43 which means that the lowest score of the Readiness of Entering Job Market owned by the respondents of this research was 43, not lower than that value. The maximum value of 58 means that the highest score of the Readiness of Entering Job Market owned by respondents of this research was 58, no higher than that value. The range number of 15 represents the difference in value between the highest (maximum) and the lowest (minimum). Mean value shows a number of 53,47 which means that the value of the Readiness of Entering Job Market owned by the respondents are a whole has an average of 53,47. The standard deviation score of 3,10 means that the level of dissemination of research data toward the Readiness of Entering Job Market variable reached 3,10.

b. On the Job Training

Based on the information in the data description table above it could be seen that On the Job Training variable has a minimum value of 47 which means that the lowest score of On the Job Training owned by the respondents of this research was 47, not lower than that value. The maximum value of 67 means that the highest score of On the Job Training owned by respondents of this research was 67, no higher than that value. The range number of 20 represents the difference in value between the highest (maximum) and the lowest (minimum). Mean value shows a number of 55,78 which means that the value of On the Job Training owned by the respondents are a whole has an average of 55,78. The standard deviation score of 4,43 means that the level of dissemination of research data on On the Job Training variable reached 4,43.

c. Productive Subject Achievement

Based on the information in the data description table above it can be seen that Productive Subject Achievement variable has a minimum value of 86 which means that the lowest score of Productive Subject Achievement owned by the respondents of this research is 86, not lower than that value. The maximum value of 95 means that the highest score of Productive Subject Achievement owned by respondents of this research is 95, no higher than that value. The range number of 9 represents the difference in value between the highest (maximum) and

the lowest (minimum). Mean value shows a number of 90,45 which means that the value of Productive Subject Achievement owned by the respondents are a whole has an average of 90,45. The standard deviation score of 1,70 means that the level of dissemination of research data on Productive Subject Achievement variable reached 1,70.

d. Social Environment

Based on the information in the data description table above it can be seen that Social Environment variable has a minimum value of 39 which means that the lowest score of Social Environment owned by the respondents of this research is 39, not lower than that value. The maximum value of 59 means that the highest score of Social Environment owned by respondents of this research is 59, no higher than that value. The range number of 20 represents the difference in value between the highest (maximum) and the lowest (minimum). Mean value shows a number of 47,77 which means that the value of Social Environment owned by the respondents are a whole has an average of 47,77. The standard deviation score of 4,07 means that the level of dissemination of research data on Social Environment variable reached 4,07.

e. Motivation to Work

Based on the information in the data description table above it can be seen that the Motivation to Work variable has a minimum value of 42 which means that the lowest score of Motivation to Work owned by the

respondents of this research is 42, not lower than that value. The maximum value of 64 means that the highest score of Motivation to Work owned by respondents of this research is 64, no higher than that value. The range number of 22 represents the difference in value between the highest (maximum) and the lowest (minimum). Mean value shows a number of 53,57 which means that the value of Motivation to Work owned by the respondents are a whole has an average of 53,57. The standard deviation score of 4,83 means that the level of dissemination of research data on Motivation to Work variable reached 4,83.

3. Description of Research Variable

This research consists of three independent variables, namely On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work while the dependent variable is Readiness of Entering Job Market. In this section will be described the data one by one based on the answers and data from respondents who collected through the questionnaire.

a. The Readiness of Entering Job Market

Data of The Readiness of Entering Job Market variable was obtained from a questionnaire consisting of 16 items of statement with 4 alternative answers where the highest score was 4 and the lowest score was 1. Number of respondents were 83 students.

The next step is arranging the variable frequency distribution of the Readiness of Entering Job Market with the following steps:

1) Determine the number of interval class

$$k = 1 + 3,3 \log 83$$

$$k = 1 + 6,33$$

$$k = 7,33 \text{ rounded to } 7$$

2) Calculate the class ranger

$$\begin{aligned} \text{Class range} &= 58 - 43 \\ &= 15 \end{aligned}$$

3) Determine the class length

$$\begin{aligned} \text{Class lenght} &= 15 : 7 \\ &= 2,14 \text{ rounded to } 2 \end{aligned}$$

Variable frequency distribution of the Readiness of Entering Job

Market can be seen in the following table:

Table 13. Variable frequency distribution of the Readiness of Entering Job Market

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	43-44	1	1,20%	1	1,20%
2	45-46	0	0,00%	1	1,20%
3	47-48	5	6,02%	6	7,23%
4	49-50	8	9,64%	14	16,87%
5	51-52	14	16,87%	28	33,73%
6	53-54	21	25,30%	49	59,04%
7	55-56	19	22,89%	68	81,93%
8	57-58	15	18,07%	83	100,00%
	Total	83			

Source : Primary Data Processed

Based on the above frequency distribution table, it is then classified into the variable tendency categories of the Readiness of Entering Job

Market using ideal score criteria by calculating Ideal Mean (Mi) and Ideal Deviation Standard (SDi) in advance with the following formula:

Highest Score Ideal : $16 \times 4 = 64$

Lowest Score Ideal : $16 \times 1 = 16$

$$\begin{aligned} Mi &= \frac{1}{2} (\text{Highest Score Ideal} + \text{Lowest Score Ideal}) \\ &= \frac{1}{2} (64 + 16) \\ &= 40 \end{aligned}$$

$$\begin{aligned} SDi &= \frac{1}{6} (\text{Highest Score Ideal} - \text{Lowest Score Ideal}) \\ &= \frac{1}{6} (64 - 16) \\ &= 8 \end{aligned}$$

$$Mi + SDi = 40 + 8 = 48$$

$$Mi - SDi = 40 - 8 = 32$$

From the above calculation, the Readiness of Entering Job Market variable can be categorized into the following 3 classes:

$$\begin{aligned} \text{High Category} &= X \geq Mi + 1SDi \\ &= X \geq 48 \end{aligned}$$

$$\begin{aligned} \text{Medium Category} &= Mi - 1SDi \leq X < Mi + 1SDi \\ &= 32 \leq X < 48 \end{aligned}$$

$$\begin{aligned} \text{Low Category} &= X < Mi - 1SDi \\ &= X < 32 \end{aligned}$$

Based on the above calculation, it can be made the tendency category of the Readiness of Entering Job Market variable as follows:

Table14. Tendency Category of the Readiness of Entering Job Market

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	$X \geq 48$	80	96,39 %	80	96,39%	High
2	$32 \leq X < 48$	3	3,61%	83	100,00%	Medium
3	$X < 32$	0	0,00%	83	100,00%	Low
	Total	83				

Source: Primary Data Processed

Based on the table of the variable tendency category of the Readiness of Entering Job Market can be seen in high category is 80 students (96,39%), medium category is 3 students (3,61%), and low category is no one, so indicated that the Readiness of Entering Job Market variable is in the high category.

b. On the Job Training

Data of On The Job Training variable was obtained from a questionnaire consisting of 17 items of statement with 4 alternative answers where the highest score was 4 and the lowest score was 1. Number of respondents were 83 students.

The next step is arranging the variable frequency distribution of On the Job Training with the following steps:

1) Determine the number of interval class

$$k = 1 + 3,3 \log 83$$

$$k = 1 + 6,33$$

$$k = 7,33 \text{ rounded to } 7$$

2) Calculate the class range

$$\begin{aligned}\text{Class range} &= 67 - 47 \\ &= 20\end{aligned}$$

3) Determine the class length

$$\begin{aligned}\text{Class length} &= 20 : 7 \\ &= 2,86 \text{ rounded to } 3\end{aligned}$$

Variable frequency distribution of On the Job Training variable can be seen in the following table:

Table 15. Frequency Distribution of On the Job Training

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	47-49	9	10,84%	9	10,84%
2	50-52	12	14,46%	21	25,30%
3	53-55	14	16,87%	35	42,17%
4	56-58	25	30,12%	60	72,29%
5	59-61	15	18,07%	75	90,36%
6	62-64	7	8,43%	82	98,80%
7	65-67	1	1,20%	83	100,00%
	Total	83			

Source: Primary Data Processed

Based on the above frequency distribution table, it is then classified into the tendency categories of On the Job Training variable using ideal score criteria by calculating Ideal Mean (Mi) and Ideal Deviation Standard (SDi) in advance with the following formula:

Highest Score Ideal : $17 \times 4 = 68$

Lowest Score Ideal : $17 \times 1 = 17$

$$\begin{aligned}\text{Mi} &= \frac{1}{2} (\text{Highest Score Ideal} + \text{Lowest Score Ideal}) \\ &= \frac{1}{2} (68 + 17) \\ &= 42,5\end{aligned}$$

$$\begin{aligned}
 SDi &= \frac{1}{6} (\text{Highest Score Ideal} - \text{Lowest Score Ideal}) \\
 &= \frac{1}{6} (68 - 17) \\
 &= 8,5
 \end{aligned}$$

$$Mi + SDi = 42,5 + 8,5 = 51$$

$$Mi - SDi = 42,5 - 8,5 = 34$$

From the above calculation, On the Job Training variable can be categorized into the following 3 classes:

$$\begin{aligned}
 \text{High Category} &= X \geq Mi + 1SDi \\
 &= X \geq 51
 \end{aligned}$$

$$\begin{aligned}
 \text{Medium Category} &= Mi - 1SDi \leq X < Mi + 1SDi \\
 &= 34 \leq X < 51
 \end{aligned}$$

$$\begin{aligned}
 \text{Low Category} &= X < Mi - 1SDi \\
 &= X < 34
 \end{aligned}$$

Based on the above calculation, it can be made the tendency category of On the Job Training variable as follows:

Table 16. Tendency Category of On the Job Training

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	$X \geq 51$	71	85,54%	71	85,54%	High
2	$34 \leq X < 51$	12	14,46%	83	100,00%	Medium
3	$X < 34$	0	0,00%	83	100,00%	Low
	Total	83				

Source: Primary Data Processed

Based on the table of the variable tendency category of On the Job Training can be seen in high category is 71 students (85,54%), medium category is 12 students (14,46%), and low category is no one, so indicated that On the Job Training variable is in the high category.

c. Productive Subject Achievement

Data of Productive Subject Achievement variable was obtained from a score documentation of 83 students in the subject of Financial Accounting, Accounting of Trading Company, Computer Accounting, Manufacturing Company Accounting, and Tax Administration in the 5th semester which obtained from Student Learning Achievement Report.

The next step is arranging the variable frequency distribution of Productive Subject Achievement with the following steps:

1) Determine the Number of Interval Class

$$k = 1 + 3,3 \log 83$$

$$k = 1 + 6,33$$

$$k = 7,33 \text{ rounded to } 7$$

2) Calculate the class range

$$\text{Class range} = 95 - 86$$

$$= 9$$

3) Determine the class length

$$\text{Class length} = 9 : 7$$

$$= 1,13 \text{ rounded to } 2$$

Frequency distribution of the Productive Subject Achievement variable can be seen in the following table:

Table 17. Frequency distribution of the Productive Subject Achievement variable

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	86-87	4	4,82%	4	4,82%
2	88-89	20	24,10%	24	28,92%
3	90-91	39	46,99%	63	75,90%
4	92-93	16	19,28%	79	95,18%
5	94-95	4	4,82%	83	100,00%
	Total	83			

Source: Primary Data Processed

Based on the above frequency distribution table, it is then classified into the variable tendency categories of Productive Subject Achievement using report book scoring of SMK N 2 Magelang, so it can be categorized into the following 4 classes:

Table 18. Report Book Students' Scoring of SMK N 2 Magelang

Predicate	Competency Score	Category
A	86-100	Very Good
B	71-85	Good
C	56-70	Sufficient
D	≤ 55	Insufficient

Source : Primary Data Processed

Based on the above calculation, it can be made the tendency category of Productive Subject Achievement variable as follows:

Table 19. Tendency Category of Productive Subject Achievement

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	86-100	83	100%	83	100%	Very Good
2	71-85	0	0%	0	0%	Good
3	56-70	0	0%	0	0%	Sufficient
4	≤ 55	0	0%	0	0%	Insufficient
	Total	83				

Source: Primary Data Processed

Based on the table of tendency category of Productive Subject Achievement variable can be seen in very good category is 83 students, so there are no students on the good category, sufficient category, and insufficient category, so indicated that Productive Subject Achievement variable is in the medium category.

d. Social Environment

Data of Social Environment variable was obtained from a questionnaire consisting of 16 items of statement with 4 alternative answers which the highest score was 4 and the lowest score was 1. Number of respondents were 83 students.

The next step is arranging the variable frequency distribution of Social Environment with the following steps:

- 1) Determine the number of interval class

$$k = 1 + 3,3 \log 83$$

$$k = 1 + 6,33$$

$$k = 7,33 \text{ rounded to } 7$$

2) Calculate the class range

$$\begin{aligned}\text{Class range} &= 59 - 39 \\ &= 20\end{aligned}$$

3) Determine the class length

$$\begin{aligned}\text{Class length} &= 20 : 7 \\ &= 2,86 \text{ rounded to } 3\end{aligned}$$

Frequency distribution of Social Environment variable can be seen in the following table:

Table 20. Frequency distribution of Social Environment variable

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	39-41	6	7,23%	6	7,23%
2	42-44	11	13,25%	17	20,48%
3	45-47	25	30,12%	42	50,60%
4	48-50	19	22,89%	61	73,49%
5	51-53	16	19,28%	77	92,77%
6	54-56	5	6,02%	82	98,80%
7	57-59	1	1,20%	83	100,00%
	Total	83			

Source: Primary Data Processed

Based on the above frequency distribution table, it is then classified into the tendency categories of Social Environment variable using ideal score criteria by calculating Ideal Mean (Mi) and Ideal Deviation Standard (SDi) in advance with the following formula:

$$\text{Highest Score Ideal} : 16 \times 4 = 64$$

$$\text{Lowest Score Ideal} : 16 \times 1 = 16$$

$$\begin{aligned}\text{Mi} &= \frac{1}{2} (\text{Highest Score Ideal} + \text{Lowest Score Ideal}) \\ &= \frac{1}{2} (64 + 16) \\ &= 40\end{aligned}$$

$$\begin{aligned}
 SDi &= \frac{1}{6} (\text{Highest Score Ideal} - \text{Lowest Score Ideal}) \\
 &= \frac{1}{6} (64 - 16) \\
 &= 8
 \end{aligned}$$

$$Mi + SDi = 40 + 8 = 48$$

$$Mi - SDi = 40 - 8 = 32$$

From the above calculation, Social Environment variable can be categorized into the following 3 classes:

$$\begin{aligned}
 \text{High Category} &= X \geq Mi + 1SDi \\
 &= X \geq 48
 \end{aligned}$$

$$\begin{aligned}
 \text{Medium Category} &= Mi - 1SDi \leq X < Mi + 1SDi \\
 &= 32 \leq X < 48
 \end{aligned}$$

$$\begin{aligned}
 \text{Low Category} &= X < Mi - 1SDi \\
 &= X < 32
 \end{aligned}$$

Based on the above calculation, it can be made the tendency category of Social Environment variable as follows:

Table21. Tendency Category of Social Environment

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	$X \geq 40$	82	98,80%	82	98,80%	High
2	$32 \leq X < 40$	1	1,20%	83	100,00%	Medium
3	$X < 32$	0	0,00%	83	100,00%	Low
	Total	83				

Source: Primary Data Processed

Based on the table of tendency category of Social Environment variable can be seen in high category is 82 students (98,80%), medium

category is 1 students (1,20%), and low category is no one, so indicated that Social Environment variable is in the high category.

e. Motivation to Work

Data of Motivation to Work variable was obtained from a questionnaire consisting of 18 items of statement with 4 alternative answers where the highest score was 4 and the lowest score was 1. Number of respondents were 83 students.

The next step is arranging the frequency distribution of Motivation to Work variable with the following steps:

- 1) Determine the number of interval class

$$k = 1 + 3,3 \log 83$$

$$k = 1 + 6,33$$

$$k = 7,33 \text{ rounded to } 7$$

- 2) Calculate the class range

$$\text{Class range} = 64 - 42$$

$$= 22$$

- 3) Determine the class length

$$\text{Class length} = 22 : 7$$

$$= 3,14 \text{ rounded to } 3$$

Frequency distribution of Motivation to Work variable can be seen in the following table:

Table22. Frequency distribution of Motivation to Work Variable

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	42-44	3	3,61%	3	3,61%
2	45-47	3	3,61%	6	7,23%
3	48-50	18	21,69%	24	28,92%
4	51-53	20	24,10%	44	53,01%
5	54-56	17	20,48%	61	73,49%
6	57-59	12	14,46%	73	87,95%
7	60-62	5	6,02%	78	93,98%
8	63-65	5	6,02%	83	100,00%
	Total	83			

Source: Primary Data Processed

Based on the above frequency distribution table, it is then classified into the variable tendency categories of Motivation to Work using ideal score criteria by calculating Ideal Mean (Mi) and Ideal Deviation Standard (SDi) in advance with the following formula:

Highest Score Ideal : $18 \times 4 = 72$

Lowest Score Ideal : $18 \times 1 = 18$

$$\begin{aligned}
 \text{Mi} &= \frac{1}{2} (\text{Highest Score Ideal} + \text{Lowest Score Ideal}) \\
 &= \frac{1}{2} (72 + 18) \\
 &= 45
 \end{aligned}$$

$$\begin{aligned}
 \text{SDi} &= \frac{1}{6} (\text{Highest Score Ideal} - \text{Lowest Score Ideal}) \\
 &= \frac{1}{6} (72 - 18) \\
 &= 9
 \end{aligned}$$

$$\text{Mi} + \text{SDi} = 45 + 9 = 54$$

$$\text{Mi} - \text{SDi} = 45 - 9 = 36$$

From the above calculation, Motivation to Work variable can be categorized into the following 3 classes:

$$\begin{aligned}\text{High Category} &= X \geq M_i + 1SD_i \\ &= X \geq 45\end{aligned}$$

$$\begin{aligned}\text{Medium Category} &= M_i - 1SD_i \leq X < M_i + 1SD_i \\ &= 36 \leq X < 45\end{aligned}$$

$$\begin{aligned}\text{Low Category} &= X < M_i - 1SD_i \\ &= X < 36\end{aligned}$$

Based on the above calculation, it can be made the tendency category of Motivation to Work variable as follows:

Table23. Tendency Category of Motivation to Work

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	$X \geq 45$	80	96,39%	80	96,39%	High
2	$36 \leq X < 45$	3	3,61%	83	100,00%	Medium
3	$X < 36$	0	0,00%	83	100,00%	Low
	Total	83				

Source: Primary Data Processed

Based on the table of the variable tendency category of the Readiness of Entering Job Market can be seen in high category is 80 students (96,39%), medium category is 3 students (3,61%), and low category is no on, so indicated that Motivation to Work variable is in the high category.

B. Data Analysis

1. Prerequisite Hypotheses Testing Analysis

a. Normality Test

This test aims to determine whether the data concerned is normal or not. Data that has a normal distribution means that the data is said to actually represent the population because this research is a sample research. Data is said to be normal distribution if $Kp \geq 0,05$ and otherwise, data is said not distributed normal if $Kp < 0,05$. In order to be able to do further data analysis, then the more researched data should be normally distributed.

The results of the normality test can be seen in the following table:

Table 24. Summary of the Result of Normality Test

Variable	Asymp. Sig. (P-value)	Condition	Conclusion
The Readiness of Entering Job Market	0,349	> 0,05	Normal
On the Job Training	0,350	> 0,05	Normal
Productive Subject Achievement	0,842	> 0,05	Normal
Social Environment	0,511	> 0,05	Normal
Motivation to Work	0,712	> 0,05	Normal

Source: Primary Data Processed

From the above table it can be seen that the p-value of the variable of the Readiness of Entering Job Market, On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work is more than 0,05 so it can be concluded that the samples of these five variables are normally distributed and can be used as a sample in the research because it is considered to represent the population.

b. Linearity Test

This test is aimed to find out whether each independent variable (X) and dependent variable (Y) as predictors in regression analysis fulfill linearity assumption to be analyzed by regression analysis model or not. The F_{count} price is then consulted with the F_{table} price with a 5% error rate. If $F_{count} \leq F_{table}$, then the regression is linear, otherwise if $F_{count} > F_{table}$, then it is not linear.

The results of the linearity test can be seen in the following table:

Table 25. Summary of the Result of Linearity Test

Variable	Df	F Price		P	Conclusion
		F_{count}	F_{table}		
$X_1 \rightarrow Y$	16;65	0,997	1,8017	0,471	Linear
$X_2 \rightarrow Y$	45;36	0,801	1,7080	0,671	Linear
$X_3 \rightarrow Y$	17;64	1,412	1,7849	0,161	Linear
$X_4 \rightarrow Y$	19;62	0,849	1,7568	0,643	Linear

Source : Primary Data Processed

Keterangan : X_1 : On the Job Training

X_2 : Productive Subject Achievement

X_3 : Social Environment

X_4 : Motivation to Work

Y : The Readiness of Entering Job Market

From the above table it can be seen that the value of F_{count} between the variable of On the Job Training (X_1), Productive Subject Achievement (X_2), Social Environment (X_3), Motivation to Work (X_4) toward the Readiness of Entering Job Market (Y) is smaller than F_{table} , it was concluded that all the independent variables to the dependent variable had a linear relationship and the regression analysis could proceed.

c. Multicollinearity Test

The multicollinearity test is used to test whether the tested variable has a linear relationship with more than one variable or not. If the tolerance value of each independent variable is > 0.10 or Variance Inflation Factor (VIF) < 10 , then the model can be declared free of multicollinearity problem so regression analysis can be proceeded. However, if the tolerance value of each independent variable is < 0.10 or the VIF value is greater than 10, then there is a multicollinearity problem. If there is multicollinearity between independent variables then regression analysis test could not be proceeded.

The results of multicollinearity test can be seen in the following table:

Table26. Summary of the Result of Multicollinearity Test

Variable	Collinearity Statistics		Conclusion
	Tolerance	VIF	
The Readiness of Entering Job Market	0,888	1,126	There is no multicollinearity
On the Job Training	0,970	1,031	
Productive Subject Achievement	0,591	1,693	
Social Environment	0,590	1,694	

Source: Primary Data Processed

From the above table it can be seen that the value of the variable On the Job Training (X_1), Productive Subject Achievement (X_2), Social Environment (X_3), and Motivation to Work (X_4) have a tolerance value greater than 0,10 and VIF value less than 10, it is concluded that there is no multicollinearity problem between independent variables and regression analysis can be continued.

d. Heteroscedasticity Test

Heteroskedasticity test is used to determine variations of variables that are not the same for all observations. In heteroscedasticity, the error is not random but shows a systematic relationship corresponding to the magnitude of either one or more variable. Testing Spearman's rho correlation method using the 0,05 significance level with 2-sided test. If the correlation between independent variables with residual gained significance of more than 0.05 then it can be said that there is no problem of heteroscedasticity on regression model.

The results of heteroscedasticity test can be seen in the following table:

Table27. Summary of the Result of Heteroscedasticity Test

Variable	Sig. (2-tailed)	α	Conclusion
On the Job Training	0,343	0,050	There is no heteroscedasticity
Productive Subject Achievement	0,338	0,050	
Social Environment	0,067	0,050	
Motivation to Work	0,052	0,050	

Source: Primary Data Processed

From the table above, it can be seen that the value of variable correlation On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work have a significance value which is greater than 0,05 so it can be concluded that there is no problem of heteroscedasticity on the regression model.

2. Research Hypothesis Testing

Hypothesis testing in this research was conducted using simple regression analysis technique with one predictor to test the first, second, third, and fourth hypothesis and multiple regression analysis techniques with four predictors to test the fifth hypothesis.

a. First Hypothesis Testing

The first hypothesis in this research is There is a positive and significant influence On the Job Training toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. Testing the first hypothesis using simple regression analysis with the following results:

Table28. Summary of the Result of Simple Regression Analysis ($X_1 \rightarrow Y$)

Variabl e	Price r			Price t		Coeff .	Const.	Expl.
	r_{x1y}	r_{tabel}	r^2_{x1y}	t_{hitung}	t_{tabel}			
$X_1 \rightarrow Y$	0,540	0,216	0,292	5,781	1,991	0,378	32,372	Positive & Significant

Source: Primary Data Processed

1) Simple Regression Line Equation

Based on the above table the regression equation can be expressed as follows:

$$Y = 0,378X_1 + 32,372$$

The equation shows that the value of the regression coefficient is a positive value of 0,378 which means if the value of On the Job Training (X_1) increase one unit then the Readiness of Entering Job Market (Y) will

followed increase by 0,378. The value of constanta number is 32,372 means that if On the Job Training (X_1) = 0, the value of the Readiness of Entering Job Market (Y) by 32,372.

2) Correlation Coefficient (r_{x1y}) and Coefficient of Determination (r^2_{x1y})

The result of simple regression analysis with one predictor shows that the correlation coefficient (r_{x1y}) shows a positive value of 0,540 which means there is a positive influence between On the Job Training (X_1) toward the Readiness of Entering Job Market (Y). Thus, it can be said that the higher the On the Job Training (X_1) then the higher the Readiness of Entering Job Market (Y).

The result of simple regression analysis with one predictor shows the coefficient of determination (r^2_{x1y}) was 0,292. Coefficient of Determination (r^2_{x1y}) of 0,292 indicates that On the Job Training (X_1) is able to affect 29,2% change in the Readiness of Entering Job Market (Y), so there are still 70,8% other factors or variables suspected to have the possibility of affecting the Readiness of Entering Job Market.

3) Signifficant Testing with T-Test

The t test is used to determine the influence of On the Job Training (X_1) toward the Readiness of Entering Job Market (Y). Based on the results of data analysis correlation coefficient (r_{x1y}) of 0,540 then consulted on r_{table} with $n=83$ and 5% significance level so that the price of r_{table} obtained by 0,216. After the t test conducted so it is obtained the price t_{count} of 5,781 which is then consulted with t_{table} with a

significance level of 5% of 1,991. Then it can be seen that the price of r_{count} is greater than r_{table} that is $0,540 > 0,216$ and t_{count} is greater than t_{table} that is $5,781 > 1,991$ so the hypothesis can be accepted.

Based on the above analysis, it can be concluded that On the Job Training has a positive and significant influence toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018, so the first hypothesis accepted.

b. Second Hypothesis Testing

The second hypothesis in this research is There is a positive and significant influence Productive Subject Achievement toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. Testing the first hypothesis using simple regression analysis with the following results:

Table29. Summary of the Result of Simple Regression Analysis ($X_2 \rightarrow Y$)

Variable	Price r			Price t		Coeff	Const.	Expl.
	r_{x_2y}	r_{table}	$r^2_{x_2y}$	t_{count}	t_{table}			
$X_2 \rightarrow Y$	0,351	0,216	0,023	2,370	1,991	0,275	28,616	Positive & Significant

Source: Primary Data Processed

1) Simple Regression Line Equation

Based on the above table the regression equation can be expressed as follows:

$$Y = 0,275X_2 + 28,616$$

The equation shows that the value of the regression coefficient is a positive value of 0,275 which means if the value of Productive Subject

Achievement (X_2) increase one unit then the Readiness of Entering Job Market (Y) will followed increase by 0,275. The value of constanta number is 28,616 means that if Productive Subject Achievement (X_2) = 0, the value of the Readiness of Entering Job Market (Y) by 28,616.

2) Correlation Coefficient (r_{x_2y}) and Coefficient of Determination ($r^2_{x_2y}$)

The result of simple regression analysis with one predictor shows that the correlation coefficient (r_{x_2y}) shows a positive value of 0,351 which means there is a positive influence between Productive Subject Achievement (X_2) toward the Readiness of Entering Job Market (Y). Thus, it can be said that the higher the Productive Subject Achievement (X_2) then the higher the Readiness of Entering Job Market (Y).

The result of simple regression analysis with one predictor shows the coefficient of determination ($r^2_{x_2y}$) was 0,023. Coefficient of Determination ($r^2_{x_2y}$) of 0,023 indicates that Productive Subject Achievement (X_2) is able to affect 2,3% change in the Readiness of Entering Job Market (Y), so there are still 97,7% other factors or variables suspected to have the possibility of affecting the Readiness of Entering Job Market.

3) Significant Testing with T-Test

The t test is used to determine the influence of Productive Subject Achievement (X_2) toward the Readiness of Entering Job Market (Y). Based on the results of data analysis correlation coefficient (r_{x_2y}) of 0,351 then consulted on r_{table} with $n=83$ and 5% significance level so

that the price of r_{table} obtained by 0,216. After the t test conducted so it is obtained the price t_{count} of 2,370 which is then consulted with t_{table} with a significance level of 5% of 1,991. Then it can be seen that the price of r_{count} is greater than r_{table} that is $0,351 > 0,216$ and t_{count} is greater than t_{table} that is $2,370 > 1,991$ so the hypothesis can be accepted.

Based on the above analysis, it can be concluded that Productive Subject Achievement has a positive and significant influence toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018, so the second hypothesis is accepted.

c. Third Hypothesis Testing

The third hypothesis in this research is There is a positive and significant influence Social Environment toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. Testing the third hypothesis using simple regression analysis with the following results:

Table30. Summary of the Result of Simple Regression Analysis ($X_3 \rightarrow Y$)

Variabl e	Price r			Price t		Coeff .	Const.	Expl.
	r_{x3y}	r_{table}	r^2_{x3y}	t_{count}	t_{table}			
$X_3 \rightarrow Y$	0,357	0,216	0,128	3,441	1,991	0,272	40,479	Positive & Significant

Source: Primary Data Processed

1) Simple Regression Line Equation

Based on the above table the regression equation can be expressed as follows:

$$Y = 0,272X_3 + 40,479$$

The equation shows that the value of the regression coefficient is a positive value of 0,272 which means if the value of Social Environment (X_3) increase one unit then the Readiness of Entering Job Market (Y) will followed increase by 0,272. The value of constanta number is 40,479 means that if Social Environment (X_3) = 0, the value of the Readiness of Entering Job Market (Y) by 40,479.

2) Correlation Coefficient (r_{x_3y}) and Coefficient of Determination ($r^2_{x_3y}$)

The result of simple regression analysis with one predictor shows that the correlation coefficient (r_{x_3y}) shows a positive value of 0,357 which means there is a positive influence between Social Environment (X_3) toward the Readiness of Entering Job Market (Y). Thus, it can be said that the higher Social Environment (X_3) then the higher the Readiness of Entering Job Market (Y).

The result of simple regression analysis with one predictor shows the coefficient of determination ($r^2_{x_3y}$) was 0,128. Coefficient of Determination ($r^2_{x_3y}$) of 0,128 indicates that Social Environment (X_3) is able to affect 12,8% change in the Readiness of Entering Job Market (Y), so there are still 87,2% other factors or variables suspected to have the possibility of affecting the Readiness of Entering Job Market.

3) Signifficant Testing with T-Test

The t test is used to determine the influence of Social Environment (X_3) toward the Readiness of Entering Job Market (Y). Based on the results of data analysis correlation coefficient (r_{x_3y}) of 0,357 then consulted on r_{table} with $n=83$ and 5% significance level so that the price of r_{table} obtained by 0,216. After the t test conducted so it is obtained the price t_{count} of 3,441 which is then consulted with t_{table} with a significance level of 5% of 1,991. Then it can be seen that the price of r_{count} is greater than r_{table} that is $0,357 > 0,216$ and t_{count} is greater than t_{table} that is $5,781 > 1,991$ so the hypothesis can be accepted.

Based on the above analysis, it can be concluded that Social Environment has a positive and significant influence toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018, so the third hypothesis accepted.

d. Fourth Hypothesis Testing

The fourth hypothesis in this research is There is a positive and significant influence Motivation to Work toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. Testing the first hypothesis using simple regression analysis with the following results:

Table 31. Summary of the Result of Simple Regression Analysis ($X_4 \rightarrow Y$)

Variable	Price r			Price t		Coeff.	Const.	Expl.
	r_{x_4y}	r_{table}	$r^2_{x_4y}$	t_{count}	t_{table}			
$X_4 \rightarrow Y$	0,225	0,216	0,051	2,079	1,991	0,144	45,733	Positive & Significant

Source: Primary Data Processed

1) Simple Regression Line Equation

Based on the above table the regression equation can be expressed as follows:

$$Y = 0,144X_4 + 45,733$$

The equation shows that the value of the regression coefficient is a positive value of 0,144 which means if the value of Motivation to Work (X_4) increase one unit then the Readiness of Entering Job Market (Y) will followed increase by 0,144. The value of constanta number is 45,733 means that if Motivation to Work (X_4) = 0, the value of the Readiness of Entering Job Market (Y) by 45,733.

2) Correlation Coefficient (r_{x_4y}) and Coefficient of Determination ($r^2_{x_4y}$)

The result of simple regression analysis with one predictor shows that the correlation coefficient (r_{x_4y}) shows a positive value of 0,225 which means there is a positive influence between Motivation to Work (X_4) toward the Readiness of Entering Job Market (Y). Thus, it can be said that the higher the Motivation to Work (X_4) (X_1) then the higher the Readiness of Entering Job Market (Y).

The result of simple regression analysis with one predictor shows the coefficient of determination ($r^2_{x_4y}$) was 0,051. Coefficient of

Determination ($r^2_{x_4y}$) of 0,051 indicates that Motivation to Work (X_4) is able to affect 5,1% change in the Readiness of Entering Job Market (Y), so there are still 94,9% other factors or variables suspected to have the possibility of affecting the Readiness of Entering Job Market.

3) Significant Testing with T-Test

The t test is used to determine the influence of Motivation to Work (X_4) toward the Readiness of Entering Job Market (Y). Based on the results of data analysis correlation coefficient (r_{x_4y}) of 0,225 then consulted on r_{table} with $n=83$ and 5% significance level so that the price of r_{table} obtained by 0,216. After the t test conducted so it is obtained the price t_{count} of 2,079 which is then consulted with t_{table} with a significance level of 5% of 1,991. Then it can be seen that the price of r_{count} is greater than r_{table} that is $0,225 > 0,216$ and t_{count} is greater than t_{table} that is $2,079 > 1,991$ so the hypothesis can be accepted.

Based on the above analysis, it can be concluded that Motivation to Work has a positive and significant influence toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018, so the first hypothesis accepted.

e. The Fifth Hypothesis Testing

The fifth hypothesis in this research is There is a positive and significant influence of On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work simultaneously toward the Readiness of Entering Job Market of Student Class XII

Accounting SMK N 2 Magelang Academic Year 2017/2018. Testing the fifth hypothesis using multiple regression analysis with the following results:

Table32. Summary of the Result of Multiple Regression Analysis

Variable	Price R and R ²		Price F		Coeff.	Const.	Expl.
	R _{y(1,2,3,4)}	R ² _{y(1,2,3,4)}	F _{count}	F _{table}			
X ₁	0,591	0,350	10,480	1,446	0,333	16,063	Positive & Significant
X ₂					0,125		
X ₃					0,211		
X ₄					0,147		

Source: Primary Data Processed

1) Equation of Regression Lines with Four Predictors

Based on the above table, then the regression equation with four predictors can be expressed in the following regression equation:

$$Y = 0,333X_1 + 0,125X_2 + 0,211X_3 + 0,147X_4 + 16,603$$

The equation shows that the coefficient value X_1 of 0,333 means if the value of On the Job Training (X_1) increases one point then the Readiness of Entering Job Market (Y) will followed increase by 0,333 points with assumptions X_2 , X_3 , and X_4 remain. The coefficient X_2 of 0,125 means that if the Productive Subject Achievement score (X_2) increases by one point then the Readiness of Entering Job Market (Y) will followed increase by 0,125 points with assumptions X_1 , X_3 , and X_4 remain. The coefficient X_3 of 0,211 means that if the value of the Social Environment (X_3) increases one point then Readiness Entering Job Market (Y) will followed increase by 0,211 points with assumptions X_1 , X_2 , and X_4 remain. The coefficient X_4 of 0,147 means that if the value of

Motivation to Work (X_4) increases one point then the Readiness of Entering Job Market (Y) will followed increase by 0,147 points with assumptions X_1 , X_2 , and X_3 remain. The value of constanta number is 16,603 means that if On the Job Training (X_1), Productive Subject Achievement (X_2), Social Environment (X_3), and Motivation to Work (X_4) simultaneously = 0, the value of the Readiness of Entering Job Market (Y) by 16,603.

2) Correlation Coefficient $R_{y(1,2,3,4)}$ and Coefficient of Determination $R^2_{y(1,2,3,4)}$

The result of multiple regression analysis with four predictors shows the coefficient $R_{y(1,2,3,4)}$ coefficient shows positive value of 0,591 means there is positive influence between On the Job Training (X_1), Pproductive Subject Achievement (X_2), Social Environment (X_3), dan Motivation to Work (X_4), simultaneously toward the Readiness of Entering Job Market (Y). Then shows the coefficient of determination $R^2_{y(1,2,3,4)}$ of 0,350 indicating that 35% change in the Readiness of Entering Job Market (Y) can be influenced by On the Job Training (X_1), Productive Subject Achievement (X_2), Social Environment (X_3), and Motivation to Work (X_4), so there are still 65% other factors or variables that could have an influence toward the Readines of Entering Job Market.

3) Significant Testing with F- Test

F test is used to know the variability meaning of On the Job Training (X_1), Productive Subject Achievement (X_2), Social

Environment (X_3), and Motivation to Work (X_4) toward the Readiness of Entering Job Market (Y). After the F test is done, it obtained price F_{count} of 10,480. Then consulted with F_{table} with a significance level of 5% of 1,446. It shows that $F_{\text{count}} > F_{\text{table}}$ so that On the Job Training (X_1), Productive Subject Achievement (X_2), Social Environment (X_3), and Motivation to Work (X_4) simultaneously influenced the Readiness of Entering Job Market (Y) of Class XII Student of SMK N 2 Magelang Academic Year of 2017/2018, so it can be concluded that the hypothesis is accepted.

4) Relative Contribution (SR) and Effective Contribution (SE)

Based on the results of multiple regression analysis it can be seen that the amount of Relative Contribution (SR) and Effective Contribution (SE) of each independent variable (On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work) to the dependent variable (the Readiness of Entering Job Market) which can be seen in the following table:

Table 33. Summary of Relative & Effective Contribution Result

No	Variable	Contribution	
		Relative (%)	Effective (%)
1	On the Job Training	38,87	13,60
2	Productive Subject Achievement	23,60	8,26
3	Social Environment	21,08	7,38
4	Motivation to Work	16,45	5,76
Total		100	35

Source: Primary Data Processed

Based on the above table, it can be seen that On the Job Training provides a Relative Contribution of 38.87%, Productive Subject

Achievement of 23.60%, Social Environment of 21.08%, and Motivation to Work of 16.45%. Then Effective Contribution of On the Job Training is 13.60%, Productive Subject Achievement is 8.26%, Social Environment is 7.38%, and Motivation to Work is 5.76% so total contribution is 35%. Total Effective Contribution of 35% means the variables of On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work simultaneously provide Effective Contribution of 35%, while 65% is given by other variables not examined in this research.

C. Discussion of Research Results

The Readiness of Entering Job Market can be influenced by several factors. This research aims to determine the influence of On the Job Training, Achievement Productive Subject Achievement, Social Environment and Motivation to Work toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. The results of this research are described in the following explanation:

1. The Influence of On The Job Training toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018

The results showed that there is a positive and significant influence between On the Job Training toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. Based on the results of simple regression analysis with one

predictor obtained correlation coefficient (r_{x1y}) positive value of 0,540 and the coefficient of determination (r^2_{x1y}) of 0.292 which means On the Job Training able to affect 29,2% change in the Readiness of Entering Job Market so there are 70.8% other factors which is alleged to have the possibility of affecting the correlation coefficient (r_{x1y}) of 0,540 is consulted at r_{table} with $n=83$ and the significance level of 5%, the price r_{table} is 0,216. It shows that the price of r_{count} is greater than r_{table} ($0,540 > 0,216$). After the t test is done, it obtained the price of t_{count} of 5,781 which is consulted with t_{table} with the significance level of 5% of 1,991 so it can be seen that t_{count} is greater than t_{table} ($5,781 > 1,991$). So based on the above analysis it can be concluded that On the Job Training has a positive and significant influence toward the Readiness of Entering Job Market, which means that the better quality of On the Job Training then the better readiness of entering job market.

These result support the teory which is said by Hamalik (2007) that *“OJT merupakan suatu tahap persiapan profesional dimana seorang siswa yang hampir menyelesaikan studi secara formal bekerja di lapangan dengan supervisi seorang administrator yang kompeten dalam jangka waktu tertentu, yang bertujuan untuk mengembangkan kemampuan melaksanakan tanggung jawab dalam bidangnya”*. In the theory said that On the Job Training is expected to develop or improve the students' ability to be ready entering job market and in fact this statement is scientifically proven by this research.

These results also support previous research conducted by Desti Suryani (2015) in her research entitled *The Influence of Work Motivation, Learning Achievement, and Industrial Work Practice Experiences on Students Work Readiness Class XII Accounting Expertise Competence at SMK Negeri 1 Bantul Academic Year 2014/2015* stating that Industry Work Practice or researchers call On the Job Training affecting 11,1%. Then in research Ari Prasetiani (2013) entitled *Influence of Industrial Work Practice Experience, Accounting Learning Achievement, and Motivation Entering Job Market on Work Readiness Class XII Accounting Expertise Program SMK Negeri 1 Pengasih Year 2012/2013* The results of which show that On the Job Training for 41,9%. In addition, Kurniatin (2016) in his research entitled *The Role of Career Guidance, Motivation Entering Job Market and Prakerin's Experience of Vocational Work Readiness Students produce an influence of 42,8%*. Thus, it can be concluded that On the Job Training can give effect to the Readiness of Entering Job Market applies in all SMK with varying levels of influence.

The implication is, with On Job Training, students will face the Job Market directly so they can know the knowledge and skills needed. After that, when returning to school students will prepare well in order to meet the demands of the Job Market so students will be ready to enter into the Job Market professionally. Thus, if the school improves the quality of On the Job Training and the students perform optimally, students will be better on readiness of entering job market.

2. The Influence of On Productive Subject Achievement toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018

The results showed that there is a positive and significant influence between Productive Subject Achievement toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. Based on the results of simple regression analysis with one predictor obtained correlation coefficient (r_{x1y}) positive value of 0,351 and the coefficient of determination (r^2_{x1y}) of 0,023 which means Productive Subject Achievement is able to affect 2,3% change in the Readiness of Entering Job Market so there are 97,7% other factors which is alleged to have the possibility of affecting the correlation coefficient (r_{x1y}) of 0,351 is consulted at r_{table} with $n=83$ and the significance level of 5%, the price r_{table} is 0,216. It shows that the price of r_{count} is greater than r_{table} ($0,351 > 0,216$). After the t test is done, it obtained the price of t_{count} of 2,370 which is consulted with t_{table} with the significance level of 5% of 1,991 so it can be seen that t_{count} is greater than t_{table} ($2,370 > 1,991$). So based on the above analysis it can be concluded that Productive Subject Achievement has a positive and significant influence toward the Readiness of Entering Job Market, which means that the higher Productive Subject Achievement then the higher the readiness of entering job market.

These results support previous research by Desti Suryani (2015) in her research entitled The Influence of Work Motivation, Learning Achievement,

and Industrial Work Practice Experiences on Students Work Readiness Student Class XII Accounting Expertise Competence at SMK Negeri 1 Bantul Academic Year 2014/2015 with the influence of 2,7%. The percentage produced is not much different from the result of the research that is 2,3% indicating that the achievement of productive subjects gives positive and significant influence, but only slightly compared with other variables. As said by Mr. Yahya, Accounting Manager of PT. Mekar Armada Jaya, that the theory accepted by SMK graduates is too broad and general while accounting has many branches of science. This causes the student's knowledge is less profound, while what is needed is skilled workers. Thus, although student has high scores in productive subjects it can not guarantee the readiness of the student's work if only rely on that achievement itself.

The implication is the achievement of productive subjects at SMK majoring in accounting is showing the knowledge and skills of students in the field of accounting. Despite the impact that it has on being ready to enter the job market, students still have to improve achievement in productive subjects, because, if high achievement itself does not guarantee the readiness of entering the job market, especially if the productive subjects achievement of is low.

3. The Influence of Social Environment toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018

The results showed that there is a positive and significant influence between Social Environment toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. Based on the results of simple regression analysis with one predictor obtained correlation coefficient (r_{x1y}) positive value of 0,357 and the coefficient of determination (r^2_{x1y}) of 0,128 which means Social Environment is able to affect 12,8% change in the Readiness of Entering Job Market so there are 87,2% other factors which is alleged to have the possibility of affecting the correlation coefficient (r_{x1y}) of 0,357 is consulted at r_{table} with $n=83$ and the significance level of 5%, the price r_{table} is 0,216. It shows that the price of r_{count} is greater than r_{table} ($0,357 > 0,216$). After the t test is done, it obtained the price of t_{count} of 3,441 which is consulted with t_{table} with the significance level of 5% of 1,991 so it can be seen that t_{count} is greater than t_{table} ($3,441 > 1,991$). So based on the above analysis it can be concluded that Social Environment has a positive and significant influence toward the Readiness of Entering Job Market, which means that the better the quality of Social Environment then the better the readiness of entering job market.

These results support the theory by Koratin (2013) that “*Lingkungan keluarga dengan segala kondisi yang ada di dalamnya yang meliputi latar belakang anggota keluarga, tradisi keluarga dan cara orang tua mendidik, akan dapat menunjang, membimbing dan mendorong seseorang untuk kehidupannya mendatang*”, then by Laursen (2005) that “Knowing that the

peer group is a tremendous influential factor during the years of adolescence, cultivating positive peer environments can be a particularly effective way of supporting adolescents. A positive peer group offers acceptance, emotional avenues for catharsis, and a place for testing new values and judgments...”, and by M. Yatimin that quoted by Rahmанийah that *“Masyarakat merupakan tempat tinggal individu berinteraksi. Lingkungan pergaulan dapat mengubah dalam perihal keyakinan, akal pikiran, adat istiadat, sifat pengetahuan, dan terutama dapat mengubah etika perilaku individu. Artinya, dalam lingkungan pergaulan proses saling memengaruhi selalu terjadi, antara satu individu dengan individu yang lainnya. Singkatnya, dapat dikatakan bahwa lingkungan pergaulan dapat membuahkan kemajuan dan kemunduran manusia.”*. The three theories above suggest that the family environment, peer environment and neighbour environment that is part of social environment have an influence on the students’ life including toward the Readiness of entering job market. This statement proved true in this research.

These results also support the previous research of Hanum Risfi Mahanani (2014) with the title Analysis of the Influence of Internal Factors and External Environmental Factors on Interest in Entrepreneurship (research on the students of SMA Negeri 1 Semarang). The results of this research indicate that the family environment has an influence and significant to the decision of students to make choices. If associated with research conducted by researchers then the family environment as part of

the social environment has an important role that can be taken as a student consideration.

The implication is that the social environment is a place with all the conditions that students can observe and even get the impact including decisions about preparing to enter the job market. If the environment tends to show a bad impact on a workplace, the student will avoid it and otherwise if it shows something of interest to the student then he will seek it. Besides, in terms of job market, if the social environment of students show high motivation to prepare to enter the job market, the students will be brought to follow it, otherwise, if the student environment is not willing to prepare for the job market, students can imitate as well. Thus, students should choose to associate with a social environment that can support their readiness of entering job market.

4. The Influence of Motivation to Work toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018

The results showed that there is a positive and significant influence between Motivation to Work toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018. Based on the results of simple regression analysis with one predictor obtained correlation coefficient (r_{x1y}) positive value of 0,225 and the coefficient of determination (r^2_{x1y}) of 0,051 which means Motivation to Work is able to affect 5,1% change in the Readiness of Entering Job Market

so there are 94,9% other factors which is alleged to have the possibility of affecting the correlation coefficient (r_{x1y}) of 0,225 is consulted at r_{table} with $n=83$ and the significance level of 5%, the price r_{table} is 0,216. It shows that the price of r_{count} is greater than r_{table} ($0,225 > 0,216$). After the t test is done, it obtained the price of t_{count} of 2,079 which is consulted with t_{table} with the significance level of 5% of 1,991 so it can be seen that t_{count} is greater than t_{table} ($2,079 > 1,991$). So based on the above analysis it can be concluded that Motivation to Work has a positive and significant influence toward the Readiness of Entering Job Market, which means that the better the Motivation to Work then the better the readiness of entering job market.

These results also support the theory by Uno (2013) that “*Motivasi adalah dorongan internal dan eksternal dalam diri seseorang untuk mengadakan perubahan tingkah laku, adanya hasrat dan keinginan untuk melakukan kegiatan, adanya dorongan, kebutuhan untuk melakukan kegiatan, adanya harapan dan cita-cita, adanya penghargaan dan penghormatan atas diri, dan adanya lingkungan yang baik serta adanya kegiatan yang menarik*”. This statement proves the truth through this research, which shows that if student has a motivation, it will affect their efforts and their mentality will mature, so students will have the readiness to entering job market.

These results support previous research from Kurniatin whose title is The Role of Career Guidance, Motivation Entering Job Market and

Industrial Work Practice Experience on Vocational Students Work Readiness with the results can affect by 44,4%, Ari Prasetiani showed the effect of 23,6% in his research entitled Influence of Experience Industrial Work Practices, Accounting Learning Achievement, and Motivation Entering Job Market toward the Readiness of Working Students Class XII Accounting Expertise Program SMK Negeri 1 Pengasih Year 2012/2013. In addition to the research Desti Suryani entitled Influence Work Motivation, Learning Achievements, and Industrial Work Practice Experiences on Students Work Readiness Class XII Accounting Expertise Competence at SMK Negeri 1 Bantul Year 2014/2015 showed an influence of 47,1%.

The implication is that motivation as awareness arising from one's self will tend to give the most significant effect if the student has a high opinion person. The stronger the students desire to work, the more he will try to be ready to face the job market after graduation later.

5. The Influence of On The Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year of 2017/2018

The results showed that there is a positive and significant influence between On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work simultaneously toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018. Based on the results of multiple

regression analysis, the correlation coefficient ($R_{y(1,2,3,4)}$) positive value 0,591 and coefficient of determination ($R^2_{y(1,2,3,4)}$) is 0,350 which means On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work simultaneously can influence 35% change toward the Readiness of Entering Job Market so that there are still 65% other factors that are suspected to have a possibility of influence. After F test is done, it obtained the price of F_{count} of 0,480 which is consulted with F_{table} with 5% significance level of 1.446 so it can be known that F_{count} is bigger than F_{table} ($0,480 > 1,446$). Thus, based on the above analysis it can be concluded that On the Job Training, Productive Achievement, Social Environment, and Motivation to Work simultaneously positive and significant influence toward the Readiness of Entering Job Market, which means the better quality On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work simultaneously, the better the Readiness of Entering Job Market.

Previous research examining the dependent variable the Readiness of Entering Job Market with independent variables On the Job Training, Productive Achievement, Social Environment, and Motivation to Work simultaneously yet. Only a few independent variables were studied. Thus, this research can complement previous research toward the Readiness of Entering Job Market so that students, teachers, and related and responsible parties for the Readiness of Entering Job Market for students can take the results for consideration in order to prepare or equip students.

The implication is between the variables can affect with the portion of each depends on each individual student. To increase the readiness of students in Entering Job Market it is necessary to improve also the factors that have been studied can give the highest and significant influence.

D. Limitations of Research

This research has been conducted in accordance with scientific procedures, but still has limitations such as:

1. This research were using questionnaires with many statement, but the time that given to students was limited because students are busy preparing for the exam. This time limitation make the students not careful in reading each statement, so the answers does not reflect the real conditions.
2. The Social Environment is measured from the family environment, the peers environment and the neighborhood society environment, which may not be entirely of those environments that may affect the readiness to enter the job market for students simultaneously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion of research results that have been described, then obtained the following conclusions:

1. There was a positive and significant influence of On the Job Training toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018, shown by $r_{x1y} = 0,540$; $r^2_{x1y} = 0,292$; $t_{count} 5,781$; $t_{table} 1,991$; constanta 32,372, coefficient X_1 with significance level 5%. The regression line is expressed in the equation $Y = 0,378X_1 + 32,372$.
2. There was a positive and significant influence of Productive Subject Achievement toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018, shown by $r_{x2y} = 0,351$; $r^2_{x2y} = 0,023$; $t_{count} 2,370$; $t_{table} 1,991$; constanta 28,616, coefficient X_2 0,275 with significance level 5%. The regression line is expressed in the equation $Y = 0,275X_2 + 28,616$.
3. There was a positive and significant influence of Social Environment toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018, shown by $r_{x3y} = 0,357$; $r^2_{x3y} = 0,128$; $t_{count} 3,441$; $t_{table} 1,991$; constanta 40,479,

coefficient X_3 0,272 at the significant level of 5%. The regression line is expressed in the equation $Y = 0,272X_3 + 40,479$.

4. There was a positive and significant influence of Motivation to Work toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018, shown by $r_{x_4y} = 0,225$; $r^2_{x_4y} = 0,051$; $t_{count} = 2,079$; t_{table} ; constanta 45,733, coefficient X_4 0,144 at the significant level of 5%. The regression line is expressed in the equation $Y = 0,144X_4 + 45,733$.
5. There was a positive and significant influence of On the Job Training, Productive Subject Achievement, Social Environment, and Motivation to Work simultaneously toward the Readiness of Entering Job Market of Student Class XII Accounting SMK N 2 Magelang Academic Year 2017/2018 shown by $R_{y(1,2,3,4)} = 0,591$; $R^2_{y(1,2,3,4)} = 0,350$; $t_{count} = 10,480$; $t_{table} = 1,446$; constanta 16,063, coefficient X_1 0,333, coefficient X_2 0,125, coefficient X_3 0,211, coefficient X_4 0,147 at the significant level of 5%. The regression line is expressed in the equation $Y = 0,333X_1 + 0,125X_2 + 0,211X_3 + 0,147X_4 + 16,063$.

B. Suggestion

Based on the results of the research and the conclusion above, it can be given the following suggestions:

1. Respondents said they were not ashamed of their high school graduates if the work they got was not better. This shows that the motivation of working from the respondent is low. As a vocational graduate focused on work after graduating school, respondents should have motivation to get a better job than high school graduates who are not given knowledge and skills to face the job market.
2. Respondents stated that they are not ready to work immediately after graduating from vocational school if most of their friends choose to go to college first. In this case peers have an influence for respondents in making decisions to work immediately after graduating school or continue education to college. Thus, teachers can ask students who are ready to work immediately to influence friends who are not ready to work with a personal approach.
3. In the Learning Results Report shows the value on the subjects of tax administration on students is still low compared with other subjects, then teachers on the subjects should provide more knowledge so that student achievement can be increased and students are more competent.
4. Respondents stated that teachers tend to rarely or never come to the On the Job Training agency to monitor the activities undertaken by students so that they can not provide effective evaluation on the implementation

of activities. We recommend that the intensity of teacher visits as a delegate from the school is improved so that it can be seen that On the Job Training activities directly and can provide appropriate evaluation.

5. Respondents said they were not prepared to accept more work than they ought to do so it should be overtime to show that respondents are not prepared to develop a career and learn to improve their ability. The student should be improved mentally to be ready to accept any consequences that are likely to be encountered in the job market.
6. It is necessary to conduct further research toward the Readiness of work for vocational school students considering the demands of higher job qualification so that it is necessary to know other factors that are more influential and significant to the readiness to enter job market.
7. It is advisable to examine the social environment separated between the family environment, the environment of peers and the neighborhood society because the likelihood of students is only affected by one or part of the environment not in whole.
8. It is better to retrieve data from students class XII by questionnaires in semester 5 because in semester 6 students are busy preparing nasional exams, so they do not have enough time to fill too many questionnaires.

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APPENDICES

APPENDIX 1

TRIAL TEST QUESTIONNAIRE

ANGKET UJI COBA INSTRUMEN

Nama :

Kelas :

No HP :

Adik-adik Siswa XII Akuntansi SMK Negeri 1 Yogyakarta Angkatan 2017/2018, penyebaran angket ini bertujuan untuk mengumpulkan data sebagai uji coba instrumen dalam pembuatan Tugas Akhir Skripsi dengan judul **“Pengaruh *On th Job Training*, Prestasi Mata Pelajaran Produktif, Lingkungan Sosial dan Motivasi Bekerja terhadap Kesiapan Memasuki Dunia Kerja Siswa Kelas XII Akuntansi SMK N 2 Magelang Tahun Ajaran 2017/2018”**. Maka dimohon kepada Adik-adik untuk memberikan jawaban sesuai dengan kondisi yang sebenarnya Adik-adik rasakan.

Pengisian angket ini tidak akan mempengaruhi nilai sekolah Adik-adik, namun akan sangat bermanfaat bagi saya selaku peneliti. Kerahasiaan tentang identitas diri Adik-adik akan terjaga. Atas perhatian dan kesediaan Adik-adik dalam pengisian angket ini, saya ucapkan terima kasih.

Berikanlah jawaban atas pernyataan di bawah ini dengan memberikan tanda checklist (✓) pada alternatif pilihan jawaban yang telah tersedia, di mana:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

SL : Selalu

SR : Sering

JR : Jarang

TP : Tidak Pernah

Yogyakarta, 22 Januari 2018
Peneliti,

Frida Kusumastuti
NIM. 14803241051

A. KESIAPAN MEMASUKI DUNIA KERJA

No	Pernyataan No 1-20	SS	S	TS	STS
1.	Saya menerima pekerjaan yang lebih sulit untuk menambah kemampuan diri				
2.	Saya datang dan pulang kerja tepat waktu				
3.	Saya menyelesaikan pekerjaan sesuai dengan deadline yang ditentukan atasan				
4.	Saya menolak pekerjaan yang belum pernah saya kerjakan sebelumnya				
5.	Saya menolak pekerjaan yang menurut saya sulit				
6.	Saya siap menerima pekerjaan yang lebih banyak meskipun harus lembur di hari libur				
7.	Saya bekerja untuk meningkatkan jabatan dan gaji saya tanpa mempedulikan rekan kerja dan bawahan saya				
8.	Saya menyelesaikan pekerjaan yang selanjutnya diteruskan oleh divisi lain tepat waktu				
9.	Saya tidak mempersulit keperluan dalam pekerjaan rekan kerja lain				
10.	Saya berusaha mengenal seluruh orang yang ada dalam lingkungan tempat saya bekerja				
11.	Saya mempertimbangkan saran dari orang lain sebelum menerima atau menolaknya				
12.	Saya yakin dapat menyelesaikan pekerjaan karena telah mendapatkan bekal dari SMK				
13.	Saya berusaha mengambil keputusan dengan pertimbangan yang matang				
14.	Saya membiarkan rekan kerja yang mencuri waktu kerja untuk urusan pribadi				
15.	Saya mengkonsultasikan pekerjaan dengan atasan apabila belum paham dengan pekerjaan yang diberikan				
16.	Saya berani menegur rekan kerja yang melakukan kecurangan dalam bekerja				
17.	Saya menyelesaikan seluruh pekerjaan yang diberikan kepada saya meskipun volumenya banyak				
18.	Emosi saya tidak akan mudah terpancing dalam keadaan terdesak				
19.	Saya berusaha sabar menghadapi rekan kerja yang ingin menang sendiri				
20.	Saya hanya akan menyelesaikan pekerjaan sesuai kehendak saya				

B. ON THE JOB TRAINING

No	Pernyataan No 11-13	SS	S	TS	STS
1.	<i>On the Job Training</i> merupakan salah satu kegiatan wajib sekolah yang menambah pengetahuan, keterampilan serta pengalaman saya mengenai bidang keahlian akuntansi				
2.	<i>On the Job Training</i> bertujuan membuka wawasan saya lebih luas mengenai dunia kerja dalam bidang akuntansi				
3.	<i>On the Job Training</i> akan melatih mental saya agar lebih siap menghadapi dunia kerja				
4.	<i>On the Job Training</i> dilaksanakan hanya untuk memenuhi kewajiban dari sekolah				
5.	Sekolah berusaha memilihkan tempat <i>On the Job Training</i> yang sesuai dengan bidang keahlian akuntansi				
6.	Sekolah mengadakan pembekalan sebelum menerjunkan siswa ke instansi tempat <i>On the Job Training</i>				
7.	Guru memberikan pengarahan yang jelas mengenai tanggungjawab saya di instansi tempat <i>On the Job Training</i>				
8.	Pelaksanaan <i>On the Job Training</i> membuat saya lebih memahami pengetahuan mengenai akuntansi				
9.	Saya ditempatkan di bagian yang sesuai dengan bidang akuntansi				
10.	Saya hanya diberi tanggungjawab untuk memfotokopi dan menstempel dokumen-dokumen instansi				
11.	Pengetahuan yang saya dapatkan di sekolah bermanfaat untuk menyelesaikan tanggungjawab selama <i>On the Job Training</i>				
12.	Saya dapat menyelesaikan tanggungjawab dalam <i>On the Job Training</i> dengan baik karena telah mendapat bekaln ketrampilan dari sekolah				
13.	Pembimbing dari instansi terlalu sibuk dengan pekerjaan sendiri sehingga saya kurang diperhatikan				

No	Pernyataan No 14-20	SL	SR	JR	TP
14.	Pembimbing dari instansi memberikan masukan, arahan, dan pengalaman kerja yang sangat bermanfaat untuk bekal ketika saya nanti memasuki dunia kerja.				
15.	Pembimbing dari instansi memeriksa setiap pekerjaan yang saya selesaikan				
16.	Guru datang memonitoring saya ke instansi tempat <i>On the Job Training</i>				
17.	Guru tidak menanyakan kesulitan dalam mengikuti <i>On the Job Training</i>				
18.	Guru memberikan evaluasi relevansi antara kegiatan yang diberikan di instansi dengan kompetensi yang seharusnya didapatkan				
19.	Pembimbing dari instansi menunjukkan kekurangan apa saja dari pelaksanaan <i>On the Job Training</i> yang saya lakukan.				
20.	Pembimbing dari instansi memberikan saran-saran untuk mempersiapkan diri menjadi pekerja yang professional				

C. LINGKUNGAN SOSIAL

No	Pernyataan No 1-4	SS	S	TS	STS
1.	Lingkungan keluarga saya berpendidikan tinggi sehingga saya harus melanjutkan kuliah setelah lulus agar sama dengan mereka				
2.	Perekonomian keluarga saya kurang sehingga saya harus bekerja dengan baik untuk membantu mencukupi				
3.	Tanggungan orangtua untuk menyekolahkan saudara saya masih banyak sehingga saya harus membantu membiayai				
4.	Keluarga saya sebagian besar langsung bekerja setamat SMA/SMK/MA				
No	Pernyataan No 5-6	SS	S	TS	STS
5.	Keluarga saya menyarankan untuk bekerja terlebih dahulu sambil menabung untuk biaya kuliah				
6.	Orangtua saya menyekolahkan saya di SMK agar siap langsung bekerja setelah lulus nanti				

No	Pernyataan No 7-20	SS	S	TS	STS
7.	Orangtua dan saudara saya mendukung saya untuk bekerja dengan membantu mencari informasi				
8.	Keluarga saya gengsi apabila saya bekerja di posisi terbawah pada perusahaan				
9.	Teman-teman saya memiliki pola pikir dan cita-cita yang hampir sama dengan saya				
10.	Teman-teman saya ingin langsung bekerja setamat sekolah nanti meskipun tidak sesuai dengan kompetensi keahliannya				
11.	Teman-teman saya tidak ada yang berminat untuk kuliah				
12.	Saya dan teman-teman sering berdiskusi terkait dunia kerja				
13.	Saya langsung bekerja setelah tamat SMK meskipun sebagian besar teman-teman saya kuliah terlebih dahulu				
14.	Teman-teman saya memberikan informasi terkait lowongan pekerjaan karena tahu saya ingin bekerja setamat SMK				
15.	Perekonomian lingkungan masyarakat tempat tinggal saya cukup meskipun hanya tamatan SMK				
16.	Saya melihat kesuksesan orang yang bekerja meskipun dari posisi jabatan terendah dari lingkungan masyarakat tempat tinggal saya				
17.	Masyarakat tempat tinggal saya memandang sebelah mata para lulusan SMK yang bekerja pada posisi terendah dalam perusahaan				
18.	Masyarakat tempat saya tinggal membantu saya untuk dapat diterima bekerja di tempat kerjanya				
19.	Masyarakat tempat saya tinggal memberikan informasi mengenai dunia kerja				
20.	Perangkat desa lingkungan saya tinggal mempersulit pengurusan dokumen kelengkapan melamar kerja				

D. MOTIVASI BEKERJA

No	Pernyataan No 1-16	SS	S	TS	STS
1.	Saya langsung bekerja setelah lulus untuk mencapai cita-cita saya secepatnya				
2.	Saya ingin bekerja pada posisi yang sesuai dengan yang saya impikan				
3.	Saya mau bekerja apa saja meskipun tidak sesuai dengan profesi yang selama ini menjadi cita-cita saya				
4.	Dengan bekerja saya lebih memahami bidang akuntansi dan akan menjadi praktisi ahli				
5.	Saya ingin langsung bekerja untuk membantu perekonomian keluarga				
6.	Saya bekerja langsung setelah lulus agar saya tidak lagi menjadi beban bagi orang tua				
7.	Saya terpaksa langsung bekerja setelah lulus karena harus membantu membiayai sekolah adik				
8.	Saya bekerja dahulu setelah lulus agar dapat menabung untuk membiayai kuliah saya sendiri				
9.	Saya ingin langsung bekerja agar dapat mencukupi kebutuhan pribadi saya				
10.	Saya bekerja agar dapat bersenang-senang dengan pendapatan yang saya peroleh				
11.	Saya ingin bekerja terlebih dahulu agar mental saya lebih matang karena terjun langsung di dunia kerja				
12.	Saya bekerja hanya daripada saya menganggur				
13.	Saya langsung bekerja setelah lulus untuk mendapatkan pengalaman sebanyak mungkin				
14.	Saya malu dengan teman-teman lulusan SMA jika mereka dapat bekerja lebih baik daripada saya				
15.	Saya lebih memilih bekerja karena malu jika masih meminta uang orang tua untuk membiayai kuliah				
16.	Saya merasa lebih mulia dan terpandang di mata masyarakat jika bekerja daripada menganggur				

No	Pernyataan No 17-20	SL	SR	JR	TP
17.	Saya bertanya kepada kenalan yang sudah bekerja mengenai dunia kerja				
18.	Saya tidak mencari info mengenai dunia kerja dari sumber manapun				
19.	Saya mencari info mengenai posisi kerja dan upahnya dari internet				
20.	Saya mencari informasi pekerjaan melalui bursa kerja atau <i>jobfair</i>				

APPENDIX 2

TRIAL TEST DATA

N O	Butir																				Sk or Tot al
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	3	4	4	3	4	4	3	3	4	3	3	3	2	4	3	3	3	3	65
2	3	4	4	3	3	4	3	4	4	4	4	4	4	3	4	4	3	4	4	4	74
3	3	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	75
4	4	3	4	3	3	4	3	4	3	3	4	4	4	3	3	3	3	3	4	3	68
5	4	3	3	3	3	4	3	3	3	4	4	3	3	3	3	3	3	3	3	3	64
6	3	4	3	4	4	3	3	3	3	3	3	3	3	3	4	4	3	4	4	3	67
7	4	4	3	4	3	3	4	3	4	3	4	3	4	4	3	4	3	4	4	4	72
8	3	3	3	3	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	62
9	3	4	4	3	3	3	3	3	3	4	3	3	3	3	3	4	3	4	3	3	65
10	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	58
11	3	3	3	3	3	2	3	3	3	3	3	3	4	3	3	4	3	3	3	3	61
12	3	3	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	3	3	3	60
13	3	3	4	3	3	2	3	3	3	3	4	3	4	3	3	3	3	3	4	3	63
14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	61
15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
16	3	3	3	3	3	2	3	3	3	3	4	4	4	3	3	4	3	3	4	3	64
17	3	3	3	3	3	2	3	3	3	4	4	4	4	3	3	3	3	4	4	3	65
18	4	4	3	3	3	2	3	3	3	3	4	4	4	3	3	4	4	3	4	3	67
19	3	3	4	3	3	2	3	4	3	4	3	3	3	3	3	3	3	3	3	3	62
20	4	4	3	3	3	2	3	3	3	3	3	3	4	3	3	4	4	4	3	3	65
21	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
22	3	3	3	3	3	3	3	3	3	3	3	3	4	2	3	3	3	3	3	3	60
23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
24	3	3	3	2	2	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	56
25	3	3	3	3	3	2	3	3	3	3	4	3	4	3	3	3	3	3	4	3	62
26	3	3	3	3	3	2	3	3	3	4	3	3	3	3	3	3	3	4	3	3	61
27	4	3	4	3	3	3	3	2	3	3	3	3	4	2	3	3	3	3	3	3	61
28	4	4	3	3	3	3	3	2	3	3	3	4	4	3	3	4	3	3	3	3	64
29	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
30	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
Variabel Kesiapan Memasuki Dunia Kerja																					

APPENDIX 3

**THE RESULT OF VALIDITY
AND RELIABILITY TEST**

1. HASIL UJI VALIDITAS

a. Kesiapan Memasuki Dunia Kerja

Correlations				
		Skor Total	r tabel	Keterangan
Butir1	Pearson Correlation	,316	0,361	Tidak Valid
	Sig. (2-tailed)	,088		
Butir2	Pearson Correlation	,720**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir3	Pearson Correlation	,440*	0,361	Valid
	Sig. (2-tailed)	,015		
Butir4	Pearson Correlation	,446*	0,361	Valid
	Sig. (2-tailed)	,014		
Butir5	Pearson Correlation	,302	0,361	Tidak Valid
	Sig. (2-tailed)	,105		
Butir6	Pearson Correlation	,545**	0,361	Valid
	Sig. (2-tailed)	,002		
Butir7	Pearson Correlation	,312	0,361	Tidak Valid
	Sig. (2-tailed)	,094		
Butir8	Pearson Correlation	,460*	0,361	Valid
	Sig. (2-tailed)	,010		
Butir9	Pearson Correlation	,655**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir10	Pearson Correlation	,405*	0,361	Valid
	Sig. (2-tailed)	,026		
Butir11	Pearson Correlation	,662**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir12	Pearson Correlation	,647**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir13	Pearson Correlation	,471**	0,361	Valid
	Sig. (2-tailed)	,009		
Butir14	Pearson Correlation	,575**	0,361	Valid
	Sig. (2-tailed)	,001		
Butir15	Pearson Correlation	,364*	0,361	Valid
	Sig. (2-tailed)	,048		
Butir16	Pearson Correlation	,662**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir17	Pearson Correlation	,162	0,361	Tidak Valid
	Sig. (2-tailed)	,393		
Butir18	Pearson Correlation	,636**	0,361	Valid
	Sig. (2-tailed)	,000		

Butir19	Pearson Correlation	,698**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir20	Pearson Correlation	,758**	0,361	Valid
	Sig. (2-tailed)	,000		

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

b. *On the Job Training*

Correlations				
		Skor Total	r tabel	Keterangan
Butir1	Pearson Correlation	,717**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir2	Pearson Correlation	,746**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir3	Pearson Correlation	,736**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir4	Pearson Correlation	-,018	0,361	Tidak Valid
	Sig. (2-tailed)	,923		
Butir5	Pearson Correlation	,514**	0,361	Valid
	Sig. (2-tailed)	,004		
Butir6	Pearson Correlation	,661**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir7	Pearson Correlation	,401*	0,361	Valid
	Sig. (2-tailed)	,028		
Butir8	Pearson Correlation	,428*	0,361	Valid
	Sig. (2-tailed)	,018		
Butir9	Pearson Correlation	,779**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir10	Pearson Correlation	,020	0,361	Tidak Valid
	Sig. (2-tailed)	,915		
Butir11	Pearson Correlation	,735**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir12	Pearson Correlation	,454*	0,361	Valid
	Sig. (2-tailed)	,012		
Butir13	Pearson Correlation	,228	0,361	Tidak Valid
	Sig. (2-tailed)	,226		
Butir14	Pearson Correlation	,531**	0,361	Valid
	Sig. (2-tailed)	,003		
Butir15	Pearson Correlation	,483**	0,361	Valid
	Sig. (2-tailed)	,007		

Butir16	Pearson Correlation	,684**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir17	Pearson Correlation	,570**	0,361	Valid
	Sig. (2-tailed)	,001		
Butir18	Pearson Correlation	,736**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir19	Pearson Correlation	,735**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir20	Pearson Correlation	,543**	0,361	Valid
	Sig. (2-tailed)	,002		

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

c. Lingkungan Sosial

Correlations				
		Skor Total	r tabel	Keterangan
Butir1	Pearson Correlation	-,049	0,361	Tidak Valid
	Sig. (2-tailed)	,796		
Butir2	Pearson Correlation	,575**	0,361	Valid
	Sig. (2-tailed)	,001		
Butir3	Pearson Correlation	,452*	0,361	Valid
	Sig. (2-tailed)	,012		
Butir4	Pearson Correlation	,405*	0,361	Valid
	Sig. (2-tailed)	,026		
Butir5	Pearson Correlation	,384*	0,361	Valid
	Sig. (2-tailed)	,036		
Butir6	Pearson Correlation	,514**	0,361	Valid
	Sig. (2-tailed)	,004		
Butir7	Pearson Correlation	,743**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir8	Pearson Correlation	,509**	0,361	Valid
	Sig. (2-tailed)	,004		
Butir9	Pearson Correlation	,501**	0,361	Valid
	Sig. (2-tailed)	,005		
Butir10	Pearson Correlation	,361	0,361	Tidak Valid
	Sig. (2-tailed)	,050		
Butir11	Pearson Correlation	,387*	0,361	Valid
	Sig. (2-tailed)	,035		
Butir12	Pearson Correlation	,594**	0,361	Valid
	Sig. (2-tailed)	,001		

Butir13	Pearson Correlation	,628**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir14	Pearson Correlation	,597**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir15	Pearson Correlation	,302	0,361	Tidak Valid
	Sig. (2-tailed)	,104		
Butir16	Pearson Correlation	,649**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir17	Pearson Correlation	,435*	0,361	Valid
	Sig. (2-tailed)	,016		
Butir18	Pearson Correlation	,315	0,361	Tidak Valid
	Sig. (2-tailed)	,090		
Butir19	Pearson Correlation	,758**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir20	Pearson Correlation	,513**	0,361	Valid
	Sig. (2-tailed)	,004		

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

d. Motivasi Bekerja

Correlations				
		Skor Total	r tabel	Keterangan
Butir1	Pearson Correlation	,889**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir2	Pearson Correlation	,612**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir3	Pearson Correlation	,219	0,361	Tidak Valid
	Sig. (2-tailed)	,244		
Butir4	Pearson Correlation	,682**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir5	Pearson Correlation	,886**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir6	Pearson Correlation	,844**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir7	Pearson Correlation	,708**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir8	Pearson Correlation	,784**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir9	Pearson Correlation	,840**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir10	Pearson Correlation	-,708**	0,361	Valid

	Sig. (2-tailed)	,000		
Butir11	Pearson Correlation	,891**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir12	Pearson Correlation	,526**	0,361	Valid
	Sig. (2-tailed)	,003		
Butir13	Pearson Correlation	,653**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir14	Pearson Correlation	,735**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir15	Pearson Correlation	,636**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir16	Pearson Correlation	,871**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir17	Pearson Correlation	-,104	0,361	Tidak Valid
	Sig. (2-tailed)	,583		
Butir18	Pearson Correlation	,531**	0,361	Valid
	Sig. (2-tailed)	,003		
Butir19	Pearson Correlation	,639**	0,361	Valid
	Sig. (2-tailed)	,000		
Butir20	Pearson Correlation	,465**	0,361	Valid
	Sig. (2-tailed)	,010		

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

2. HASIL UJI RELIABILITAS

Reliability Statistics

Variabel	Cronbach's Alpha	N of Items
Kesiapan Memasuki Dunia Kerja	,861	16
<i>On the Job Training</i>	,902	17
Lingkungan Sosial	,838	16
Motivasi Bekerja	,908	18

APPENDIX 4

RESEARCH QUESTIONNAIRE

ANGKET PENELITIAN

Nama :

Kelas : XII Akuntansi

No HP :

Adik-adik Siswa XII Akuntansi SMK N 2 Magelang Angkatan 2017/2018, penyebaran angket ini bertujuan untuk mengumpulkan data penelitian terkait dengan pembuatan Tugas Akhir Skripsi yang berjudul **“Pengaruh *On the Job Training*, Prestasi Mata Pelajaran Produktif, Lingkungan Sosial dan Motivasi Bekerja terhadap Kesiapan Memasuki Dunia Kerja Siswa Kelas XII Akuntansi SMK N 2 Magelang Tahun Ajaran 2017/2018”**. Maka dimohon kepada Adik-adik untuk memberikan jawaban sesuai dengan kondisi yang sebenarnya Adik-adik rasakan.

Pengisian angket ini tidak akan mempengaruhi nilai sekolah Adik-adik, namun akan sangat bermanfaat bagi saya selaku peneliti. Kerahasiaan tentang identitas diri Adik-adik akan terjaga. Atas perhatian dan kesediaan Adik-adik dalam pengisian angket ini, saya ucapkan terima kasih.

Berikanlah jawaban atas pernyataan di bawah ini dengan memberikan tanda checklist (✓) pada alternatif pilihan jawaban yang telah tersedia, di mana:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

SL : Selalu

SR : Sering

JR : Jarang

TP : Tidak Pernah

Yogyakarta, 30 Januari 2018
Peneliti,

Frida Kusumastuti
NIM. 14803241051

A. KESIAPAN MEMASUKI DUNIA KERJA

No	Pernyataan	SS	S	TS	STS
1.	Saya datang dan pulang kerja tepat waktu				
2.	Saya menyelesaikan pekerjaan sesuai dengan deadline yang ditentukan atasan				
3.	Saya menolak pekerjaan yang belum pernah saya kerjakan sebelumnya				
4.	Saya siap menerima pekerjaan yang lebih banyak meskipun harus lembur di hari libur				
5.	Saya menyelesaikan pekerjaan yang selanjutnya diteruskan oleh divisi lain tepat waktu				
6.	Saya tidak mempersulit keperluan dalam pekerjaan rekan kerja lain				
7.	Saya berusaha mengenal seluruh orang yang ada dalam lingkungan tempat saya bekerja				
8.	Saya mempertimbangkan saran dari orang lain sebelum menerima atau menolaknya				
9.	Saya yakin dapat menyelesaikan pekerjaan karena telah mendapatkan bekal dari SMK				
10.	Saya berusaha mengambil keputusan dengan pertimbangan yang matang				
11.	Saya membiarkan rekan kerja yang mencuri waktu kerja untuk urusan pribadi				
12.	Saya mengkonsultasikan pekerjaan dengan atasan apabila belum paham dengan pekerjaan yang diberikan				
13.	Saya berani menegur rekan kerja yang melakukan kecurangan dalam bekerja				
14.	Emosi saya tidak akan mudah terpancing dalam keadaan terdesak				
15.	Saya berusaha sabar menghadapi rekan kerja yang ingin menang sendiri				
16.	Saya hanya akan menyelesaikan pekerjaan sesuai kehendak saya				

E. ON THE JOB TRAINING (PKL/PRAKERIN)

No	Pernyataan	SS	S	TS	STS
1.	<i>On the Job Training</i> merupakan salah satu kegiatan wajib sekolah yang menambah pengetahuan, keterampilan serta pengalaman saya mengenai bidang keahlian akuntansi				
2.	<i>On the Job Training</i> bertujuan membuka				

	wawasan saya lebih luas mengenai dunia kerja dalam bidang akuntansi				
3.	<i>On the Job Training</i> akan melatih mental saya agar lebih siap menghadapi dunia kerja				
4.	Sekolah berusaha memilihkan tempat <i>On the Job Training</i> yang sesuai dengan bidang keahlian akuntansi				
5.	Sekolah mengadakan pembekalan sebelum menerjunkan siswa ke instansi tempat <i>On the Job Training</i>				
6.	Guru memberikan pengarahan yang jelas mengenai tanggungjawab saya di instansi tempat <i>On the Job Training</i>				
7.	Pelaksanaan <i>On the Job Training</i> membuat saya lebih memahami pengetahuan mengenai akuntansi				
8.	Saya ditempatkan di bagian yang sesuai dengan bidang akuntansi				
9.	Pengetahuan yang saya dapatkan di sekolah bermanfaat untuk menyelesaikan tanggungjawab selama <i>On the Job Training</i>				
10.	Saya dapat menyelesaikan tanggungjawab dalam <i>On the Job Training</i> dengan baik karena telah mendapat bekal ketrampilan dari sekolah				
No	Pernyataan	SL	SR	JR	TP
11.	Pembimbing dari instansi memberikan masukan, arahan, dan pengalaman kerja yang sangat bermanfaat untuk bekal ketika saya nanti memasuki dunia kerja.				
12.	Pembimbing dari instansi memeriksa setiap pekerjaan yang saya selesaikan				
13.	Guru datang memonitoring saya ke instansi tempat <i>On the Job Training</i>				
14.	Guru tidak menanyakan kesulitan dalam mengikuti <i>On the Job Training</i>				
15.	Guru memberikan evaluasi relevansi antara kegiatan yang diberikan di instansi dengan kompetensi yang seharusnya didapatkan				
16.	Pembimbing dari instansi menunjukkan kekurangan apa saja dari pelaksanaan <i>On the Job Training</i> yang saya lakukan.				
17.	Pembimbing dari instansi memberikan saran-saran untuk mempersiapkan diri menjadi pekerja yang professional				

F. LINGKUNGAN SOSIAL

No	Pernyataan	SS	S	TS	STS
1.	Perekonomian keluarga saya kurang sehingga saya harus bekerja dengan baik untuk membantu mencukupi				
2.	Tanggungan orangtua untuk menyekolahkan saudara saya masih banyak sehingga saya harus membantu membiayai				
3.	Keluarga saya sebagian besar langsung bekerja setamat SMA/SMK/MA				
4.	Keluarga saya menyarankan untuk bekerja terlebih dahulu sambil menabung untuk biaya kuliah				
5.	Orangtua saya menyekolahkan saya di SMK agar siap langsung bekerja setelah lulus nanti				
6.	Orangtua dan saudara saya mendukung saya untuk bekerja dengan membantu mencari informasi				
7.	Keluarga saya gengsi apabila saya bekerja di posisi terbawah pada perusahaan				
8.	Teman-teman saya memiliki pola pikir dan cita-cita yang hampir sama dengan saya				
9.	Teman-teman saya tidak ada yang berminat untuk kuliah				
10.	Saya dan teman-teman sering berdiskusi terkait dunia kerja				
11.	Saya langsung bekerja setelah tamat SMK meskipun sebagian besar teman-teman saya kuliah terlebih dahulu				
12.	Teman-teman saya memberikan informasi terkait lowongan pekerjaan karena tahu saya ingin bekerja setamat SMK				
13.	Saya melihat kesuksesan orang yang bekerja meskipun dari posisi jabatan				
14.	Masyarakat tempat tinggal saya memandang sebelah mata para lulusan				
15.	Masyarakat tempat saya tinggal memberikan informasi mengenai dunia kerja				
16.	Perangkat desa lingkungan saya tinggal mempersulit pengurusan dokumen kelengkapan melamar kerja				

G. MOTIVASI BEKERJA

No	Pernyataan	SS	S	TS	STS
1.	Saya langsung bekerja setelah lulus untuk mencapai cita-cita saya secepatnya				
2.	Saya ingin bekerja pada posisi yang sesuai dengan yang saya impikan				
3.	Dengan bekerja saya lebih memahami akuntansi dan akan menjadi praktisi ahli				
4.	Saya ingin langsung bekerja untuk membantu perekonomian keluarga				
5.	Saya bekerja langsung setelah lulus agar saya tidak lagi menjadi beban bagi orangtua				
6.	Saya terpaksa langsung bekerja setelah lulus karena harus membantu membiayai sekolah adik				
7.	Saya bekerja dahulu setelah lulus agar dapat menabung untuk membiayai kuliah saya sendiri				
8.	Saya ingin langsung bekerja agar dapat mencukupi kebutuhan pribadi saya				
9.	Saya bekerja agar dapat bersenang-senang dengan pendapatan yang saya peroleh				
10.	Saya ingin bekerja terlebih dahulu agar mental saya lebih matang karena terjun langsung di dunia kerja				
11.	Saya bekerja hanya daripada saya menganggur				
12.	Saya langsung bekerja setelah lulus untuk mendapatkan pengalaman yang banyak				
13.	Saya malu dengan teman-teman lulusan SMA jika mereka dapat bekerja lebih baik daripada saya				
14.	Saya lebih memilih bekerja karena malu jika masih meminta uang orang tua untuk membiayai kuliah				
15.	Saya merasa lebih mulia dan terpandang di mata masyarakat jika bekerja daripada menganggur				
No	Pernyataan	SL	SR	JR	TP
16.	Saya tidak mencari info mengenai dunia kerja dari sumber manapun				
17.	Saya mencari info mengenai posisi kerja dan upahnya dari internet				
18.	Saya mencari informasi pekerjaan melalui bursa kerja atau <i>jobfair</i>				

APPENDIX 5

RESEARCH DATA

a. KESIAPAN MEMASUKI DUNIA KERJA

NO	Butir																Skor Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	4	4	3	2	4	4	4	4	4	4	4	4	3	4	3	3	58
2	4	4	3	3	3	4	4	4	3	4	3	4	3	2	3	3	54
3	4	4	3	2	3	4	3	4	2	4	4	4	3	3	4	3	54
4	4	4	3	3	4	4	3	3	3	4	3	4	3	3	3	3	54
5	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	50
6	4	4	3	2	3	4	4	3	4	4	4	3	4	3	3	3	55
7	4	3	3	3	3	3	4	3	4	4	4	4	3	3	3	3	54
8	4	3	3	3	3	4	4	3	4	4	3	3	4	3	4	3	55
9	3	3	3	3	2	4	4	4	3	4	3	4	4	4	4	3	55
10	4	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	56
11	4	3	3	3	4	4	4	3	3	4	4	3	4	3	3	3	55
12	4	4	3	2	3	3	4	4	3	3	4	4	3	3	3	3	53
13	4	3	3	3	4	3	4	4	3	3	3	3	3	2	4	3	52
14	4	4	3	2	4	3	3	4	3	4	3	4	3	3	3	3	53

15	4	4	3	2	3	3	4	4	3	3	3	3	3	3	3	3	51
16	3	3	3	2	2	3	3	3	3	4	4	3	3	3	3	3	48
17	4	4	3	3	4	4	3	3	3	3	4	3	3	3	3	3	53
18	3	4	3	2	3	4	4	4	3	4	1	4	3	3	3	3	51
19	3	3	3	3	3	4	4	3	3	3	4	3	4	3	3	3	52
20	4	3	3	2	3	4	4	4	4	4	4	3	4	3	4	4	57
21	4	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	48
22	4	3	3	3	3	3	4	4	3	3	4	3	3	3	3	4	53
23	4	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3	52
24	4	4	3	3	3	3	4	4	4	4	3	3	3	2	3	4	54
25	3	4	2	3	3	3	4	4	3	4	3	4	4	3	3	3	53
26	3	3	3	3	3	3	4	4	3	3	4	3	3	3	3	3	51
27	4	3	3	3	4	3	4	4	3	4	3	3	3	3	3	4	54
28	4	4	3	3	3	3	3	3	3	3	3	4	3	3	3	3	51
29	4	4	3	2	4	4	4	3	4	4	4	4	4	2	4	4	58
30	3	4	3	2	4	4	3	4	3	3	4	3	3	3	3	3	52

31	4	4	3	3	4	4	4	4	3	3	3	4	3	3	3	3	55
32	4	4	3	3	4	4	4	4	3	4	4	4	3	3	3	4	58
33	4	4	3	2	3	3	4	3	3	3	3	3	3	3	3	2	49
34	4	3	3	3	3	3	4	4	4	4	3	4	3	3	3	2	53
35	4	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	49
36	4	4	3	2	4	4	4	3	3	4	3	4	4	4	4	3	57
37	4	3	3	4	3	4	4	3	3	4	3	4	2	3	4	3	54
38	4	4	3	3	3	4	4	3	4	4	4	4	4	3	3	3	57
39	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	4	51
40	4	4	3	3	3	3	3	3	3	4	4	3	3	3	3	3	53
41	4	4	4	2	4	4	4	4	4	4	4	3	3	3	3	4	58
42	4	4	3	3	4	4	3	4	3	3	4	4	3	3	2	4	55
43	4	4	3	4	4	4	3	3	3	4	3	4	3	3	3	3	56
44	4	4	3	2	4	3	4	3	3	3	4	3	3	3	3	3	52
45	4	4	3	3	4	3	4	4	3	4	4	4	3	3	3	4	57
46	4	4	3	2	3	4	4	4	4	4	3	4	3	3	3	3	55

47	4	4	3	3	3	3	4	3	3	3	3	4	3	3	3	3	52
48	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	47
49	4	4	3	4	4	4	3	4	3	4	3	3	4	3	4	3	57
50	4	3	3	3	3	3	4	3	3	3	4	3	3	2	3	3	50
51	3	3	3	2	4	4	4	3	4	3	3	4	3	3	4	3	53
52	3	4	4	3	3	4	4	4	3	4	4	4	2	3	3	4	56
53	4	3	3	2	4	4	3	3	3	3	3	3	3	3	3	3	50
54	4	4	3	2	3	3	4	4	3	4	3	3	3	2	3	3	51
55	3	3	3	3	4	3	4	4	3	4	4	4	4	3	3	3	55
56	4	4	4	4	3	3	4	4	4	4	4	4	3	3	3	3	58
57	3	3	4	3	3	3	4	3	2	3	4	3	3	3	3	4	51
58	3	3	3	2	3	3	3	4	4	4	3	4	3	2	3	3	50
59	3	3	4	2	3	3	4	4	3	4	3	4	4	3	2	4	53
60	4	4	3	3	4	4	4	4	4	4	3	4	3	3	3	3	57
61	3	3	3	3	3	3	4	3	3	3	4	3	3	3	3	3	50
62	4	4	3	3	4	3	4	3	4	4	3	4	3	3	4	2	55

63	3	3	3	2	3	4	4	4	3	4	3	4	3	4	4	3	54
64	3	3	3	3	3	3	4	3	3	4	3	3	1	3	3	3	48
65	4	4	3	3	3	3	4	3	3	3	3	3	3	3	3	4	52
66	2	4	2	2	3	4	4	4	4	4	4	4	4	4	4	3	56
67	4	4	3	3	3	3	4	3	3	3	4	4	3	4	4	3	55
68	4	4	3	3	4	3	3	3	4	4	3	4	4	3	4	3	56
69	4	3	3	3	3	4	4	4	4	4	3	3	3	3	3	4	55
70	4	3	4	3	3	3	4	4	3	4	4	4	3	3	3	3	55
71	4	4	3	3	4	4	4	4	3	4	3	4	4	3	4	3	58
72	4	4	2	3	3	3	4	4	4	3	3	3	3	3	3	4	53
73	3	3	3	2	3	3	3	3	3	4	3	3	3	2	3	3	47
74	4	4	3	2	4	4	4	3	4	4	4	4	4	3	3	4	58
75	4	4	3	2	4	4	4	3	4	4	4	4	4	3	3	4	58
76	4	4	2	2	3	3	4	4	4	4	4	4	4	3	4	3	56
77	3	3	3	2	4	3	4	3	3	3	3	3	3	3	3	4	50
78	4	4	3	3	3	4	4	4	4	4	3	3	3	2	4	3	55

79	4	4	3	3	3	4	4	4	3	4	4	3	4	3	4	4	58
80	4	3	2	2	4	4	4	4	3	4	3	3	4	3	4	3	54
81	4	3	3	3	4	3	3	3	4	4	4	3	3	3	3	3	53
82	4	4	3	3	3	3	4	4	3	4	3	3	3	3	4	3	54
83	3	2	3	1	2	3	3	3	3	3	3	3	4	2	2	3	43
TOTAL	308	296	251	222	277	286	312	293	271	303	282	289	267	245	271	265	4438

b. ON THE JOB TRAINING

NO	Butir																	Skor Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
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2	4	4	4	3	4	3	3	3	3	3	3	3	2	3	3	2	4	54
3	4	4	4	4	4	4	4	3	4	4	3	4	4	4	3	2	2	61
4	4	3	4	4	4	4	3	3	3	3	3	3	3	4	3	3	3	57
5	4	4	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	56
6	4	4	3	3	4	4	3	3	3	4	2	3	1	4	2	1	3	51
7	4	3	4	3	3	2	3	3	1	3	4	2	4	3	2	4	3	51
8	4	4	4	4	4	3	3	4	3	3	4	3	4	3	2	2	4	58
9	4	4	4	3	4	4	4	4	4	3	3	3	2	3	2	4	3	58
10	4	4	4	4	4	4	3	3	3	3	3	4	3	4	3	3	3	59
11	4	4	4	4	4	4	4	3	4	4	4	4	2	3	2	2	4	60
12	4	4	3	3	3	3	3	3	3	4	3	2	3	2	3	1	3	50

13	3	3	3	4	4	3	2	2	3	3	4	4	3	4	2	3	3	53
14	4	4	4	4	4	4	3	4	4	4	3	4	4	3	2	1	1	57
15	4	4	4	3	3	3	3	3	3	3	3	4	2	3	2	2	2	51
16	3	3	3	3	3	3	3	2	2	3	3	3	2	3	2	3	3	47
17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	49
18	4	4	4	4	4	4	3	4	3	3	2	4	3	3	3	2	3	57
19	4	4	4	3	3	3	3	3	4	4	2	4	3	3	2	3	3	55
20	4	4	4	3	3	3	4	4	3	3	2	3	2	4	3	4	4	57
21	3	3	3	3	3	3	3	3	3	4	3	3	2	3	2	2	2	48
22	4	4	4	4	4	4	3	3	4	3	3	3	2	3	2	2	2	54
23	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	53
24	4	4	4	4	3	4	3	3	3	4	4	4	3	2	3	2	4	58
25	4	4	4	4	4	3	3	4	3	4	4	3	2	3	3	2	3	57
26	4	3	3	3	3	3	3	3	3	3	3	4	2	3	2	2	3	50
27	4	4	4	4	4	4	4	4	4	4	4	4	2	3	2	3	3	61
28	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	49
29	4	4	4	3	4	4	4	3	4	4	4	4	2	3	4	4	3	62
30	4	3	3	3	4	3	3	3	3	3	3	4	3	3	3	2	2	52
31	4	4	4	4	4	3	4	4	4	4	4	3	3	2	2	4	4	61
32	4	4	4	4	4	4	4	4	4	4	3	3	2	3	3	4	4	62
33	3	3	4	3	4	4	3	3	3	3	3	2	3	2	2	2	3	50
34	4	4	4	4	4	4	3	3	3	3	3	4	2	3	3	4	3	58
35	4	4	4	3	4	3	3	3	3	3	3	4	4	2	3	4	3	57
36	4	4	4	4	4	4	4	3	3	4	3	3	4	4	3	3	4	62

37	4	3	4	4	4	4	3	3	3	3	3	4	3	3	3	2	3	56
38	4	3	4	3	3	3	3	3	3	3	3	4	3	2	3	3	3	53
39	3	3	3	3	3	3	3	3	3	3	4	3	2	3	2	2	2	48
40	4	4	4	3	4	4	4	4	3	3	4	4	3	3	3	3	3	60
41	4	4	4	4	4	4	3	3	4	4	4	4	1	3	1	2	3	56
42	4	4	4	3	4	4	4	3	4	3	3	4	3	4	2	4	4	61
43	4	4	4	3	3	3	4	4	4	4	2	2	3	4	4	2	3	57
44	3	3	3	3	3	3	3	2	3	3	3	3	2	3	2	2	3	47
45	4	3	4	3	4	3	3	3	4	3	3	4	3	4	2	2	4	56
46	4	4	4	4	4	4	3	3	4	4	2	4	1	4	2	3	2	56
47	4	4	4	4	4	4	4	3	3	3	4	4	2	4	4	4	4	63
48	3	3	3	3	3	3	3	2	2	3	3	3	2	2	3	4	4	49
49	4	4	3	3	4	3	4	3	4	3	3	3	2	3	2	2	3	53
50	4	4	4	3	3	3	3	3	3	3	4	3	1	4	2	3	4	54
51	4	4	4	3	4	4	3	3	3	3	3	4	2	2	3	2	2	53
52	4	4	4	4	4	4	3	4	4	4	4	4	2	4	1	1	4	59
53	4	4	3	3	3	3	3	3	4	4	3	4	2	4	1	2	2	52
54	3	3	4	3	4	3	3	3	3	3	3	4	2	3	3	2	3	52
55	3	3	4	3	3	3	3	3	3	3	4	3	3	3	3	3	4	54
56	4	4	4	4	3	3	4	4	4	3	4	4	2	3	2	4	2	58
57	4	3	4	4	4	4	4	3	4	4	3	3	4	3	3	2	3	59
58	4	3	3	3	3	3	3	2	3	3	4	4	3	3	2	3	3	52
59	3	3	4	3	4	4	3	3	3	3	4	4	2	3	2	3	3	54
60	4	4	4	4	4	4	4	3	4	4	3	4	2	4	3	2	2	59

61	4	4	4	3	3	3	3	3	3	3	4	4	3	3	4	3	4	58
62	4	4	4	4	4	4	4	4	4	4	4	4	2	3	3	2	4	62
63	4	4	4	4	4	3	4	4	4	3	4	3	2	3	2	3	4	59
64	4	4	4	4	4	3	3	3	4	4	4	3	2	3	2	3	4	58
65	3	4	4	3	3	4	3	3	3	3	3	3	2	4	1	3	3	52
66	4	4	4	4	4	4	4	3	4	4	3	3	4	2	3	3	3	60
67	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	2	3	62
68	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	67
69	4	4	4	4	4	4	4	3	4	4	4	4	2	4	1	2	3	59
70	4	4	4	3	3	3	4	3	3	3	4	4	4	3	3	3	3	58
71	4	4	4	4	4	4	4	4	4	3	3	3	2	3	3	3	3	59
72	4	3	4	2	4	3	2	1	2	2	3	3	2	3	3	3	3	47
73	4	4	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	55
74	4	3	4	4	4	4	4	3	4	3	3	3	2	2	2	2	3	54
75	4	3	4	4	4	4	4	4	4	3	3	3	2	3	2	2	3	56
76	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	1	4	63
77	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	2	3	51
78	4	4	4	4	4	4	3	4	4	4	4	3	2	3	2	2	3	58
79	4	4	4	3	4	3	3	3	3	3	4	4	2	3	3	3	4	57
80	4	4	3	3	3	3	4	3	4	3	3	3	3	4	2	3	3	55
81	4	4	3	3	3	3	3	3	3	3	4	4	2	2	4	4	4	56
82	4	4	4	4	3	3	4	4	4	3	4	4	3	3	2	2	3	58
83	4	4	4	3	3	3	4	3	3	3	2	3	2	3	1	1	3	49
TOTAL	255	246	253	230	242	233	229	215	230	224	223	235	166	205	170	178	212	3746

c. PRESTASI MATA PELAJARAN PRODUKTIF

NO	Akuntansi Keuangan		Akuntansi Perusahaan Dagang		Komputer Akuntansi		Akuntansi Perusahaan Manufaktur		Administrasi Pajak		rata2
	P	K	P	K	P	K	P	K	P	K	
1	92	92	94	95	91	91	87	90	90	90	91
2	90	90	94	93	90	91	93	95	90	90	92
3	87	88	95	94	87	91	93	95	88	90	91
4	87	87	94	94	91	91	91	95	88	90	91
5	90	91	93	93	89	91	90	90	90	90	91
6	90	90	95	94	91	91	95	95	88	90	92
7	90	91	90	91	91	91	93	95	89	90	91
8	87	87	90	90	88	91	88	90	89	90	89
9	87	87	92	92	94	91	91	95	88	90	91
10	89	89	95	95	90	91	92	95	89	90	92
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14	91	91	95	95	86	91	92	95	86	90	91
15	86	85	90	90	86	91	91	95	85	90	89
16	88	87	90	90	88	91	93	95	85	90	90
17	85	85	85	85	85	91	87	90	85	90	87
18	90	90	90	90	87	91	93	95	85	90	90
19	85	85	85	85	87	91	85	85	85	90	86
20	95	95	98	98	95	95	95	95	91	93	95
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22	90	90	90	90	88	92	87	90	88	90	90
23	94	94	97	97	90	92	93	95	90	91	93
24	90	90	90	90	86	91	91	95	87	90	90
25	88	88	92	91	88	91	93	95	88	90	90
26	89	89	90	91	88	91	89	90	86	91	89
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31	88	91	92	94	94	95	85	85	91	87	90
32	92	94	90	92	95	95	86	85	89	87	91
33	89	91	88	90	94	95	86	85	85	87	89
34	86	89	85	87	88	95	86	85	85	87	87
35	88	92	86	88	93	95	85	85	89	87	89
36	88	90	88	88	94	95	87	85	89	87	89
37	91	95	96	98	96	96	91	86	93	88	93
38	88	92	91	93	94	94	85	85	86	87	90
39	88	90	87	88	93	95	85	85	85	87	88

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41	89	91	89	92	94	95	85	85	85	87	89
42	90	93	89	92	91	95	86	85	91	87	90
43	96	97	96	98	97	98	92	89	95	88	95
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47	88	90	89	89	94	95	87	85	92	86	90
48	88	90	90	92	93	94	85	85	85	87	89
49	91	90	90	91	93	95	85	85	89	87	90
50	90	94	92	94	93	95	88	87	89	87	91
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56	86	86	90	90	94	95	90	90	89	89	90
57	86	86	93	95	95	97	90	90	89	89	91
58	87	89	92	92	95	95	87	87	88	90	90
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66	86	87	87	87	90	92	90	90	89	90	89
67	86	87	89	90	91	92	89	90	90	91	90
68	91	90	93	95	96	97	98	99	92	94	95
69	90	90	93	94	97	98	94	94	91	92	93
70	86	87	87	87	91	93	86	88	89	90	88
71	86	86	86	86	88	88	86	86	90	91	87
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73	88	88	89	90	92	92	89	88	91	92	90
74	90	90	93	94	96	96	94	93	90	91	93
75	86	86	88	88	91	91	89	87	89	90	89
76	87	88	88	89	92	92	90	88	88	89	89
77	88	88	93	93	90	91	92	92	93	94	91
78	88	89	92	92	96	96	95	94	91	91	92
79	87	87	86	88	91	91	93	92	89	90	89
80	87	88	92	92	95	96	95	95	89	89	92
81	87	87	94	94	92	93	94	94	90	91	92
82	92	91	96	96	95	96	88	87	92	93	93
83	86	86	89	88	92	92	94	93	89	90	90
Variabel Prestasi Mata Pelajaran Produktif											

P = Pengetahuan

K = Keterampilan

d. LINGKUNGAN SOSIAL

NO	Butir																Skor Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	4	4	4	3	4	3	3	3	4	4	2	2	3	4	2	3	52
2	3	3	2	3	2	3	4	2	4	3	3	2	3	3	3	3	46
3	4	2	3	4	4	3	4	3	3	4	2	3	4	4	3	4	54
4	3	2	3	4	3	3	4	3	4	4	3	2	3	4	3	4	52
5	3	2	2	3	3	3	3	3	3	4	2	3	3	3	3	3	46
6	4	3	3	4	4	4	4	3	4	4	1	3	3	2	3	3	52
7	3	2	1	3	3	2	3	2	4	3	3	2	3	3	2	3	42
8	4	3	4	4	4	4	3	3	3	4	1	3	3	2	3	3	51
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44	3	2	3	3	3	3	3	3	3	3	2	2	3	3	3	3	45
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60	3	3	4	4	4	4	3	2	3	3	2	3	4	3	3	4	52
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62	3	3	3	3	3	3	4	3	3	4	3	3	3	3	3	4	51
63	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	46
64	3	3	4	4	4	3	3	2	4	4	2	3	3	3	2	3	50
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71	3	2	2	3	3	3	3	3	3	3	2	2	3	3	3	3	44
72	3	3	2	3	3	3	3	2	2	3	3	3	3	3	3	4	46
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74	3	3	4	3	4	3	3	3	4	4	2	3	3	3	3	3	51
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83	4	2	3	3	3	3	3	2	3	3	1	3	3	3	2	3	44
TOTAL	204	166	205	201	216	203	222	181	223	218	162	175	197	200	177	219	3169

e. MOTIVASI BEKERJA

NO	Butir																		Skor Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	3	4	3	4	4	3	4	4	3	4	3	4	2	2	4	3	3	1	58
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46	4	4	4	4	4	2	4	3	4	4	1	4	4	3	4	3	4	4	64
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71	3	4	3	3	3	3	3	3	3	3	3	2	2	3	3	4	3	2	53
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73	3	3	2	3	3	3	3	3	3	3	2	3	2	3	3	3	2	2	49
74	3	4	3	4	3	2	3	3	2	4	3	4	2	3	4	4	3	3	57
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78	2	3	3	4	3	3	3	3	3	3	1	3	3	3	4	4	3	4	55
79	3	2	2	3	3	2	4	3	4	3	4	3	1	2	4	4	3	3	53
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81	4	4	4	4	3	3	3	3	2	3	3	3	2	3	3	4	3	3	57
82	2	3	3	2	2	3	2	2	3	2	2	3	2	3	3	3	3	3	46
83	3	4	3	4	2	3	2	3	3	2	4	3	2	3	4	3	2	4	54
TOTAL	184	237	202	200	200	197	208	194	195	200	174	202	158	179	216	232	188	180	3546

f. TOTAL VARIABEL BEBAS DENGAN VARIABEL TERIKAT

X ₁	Y	X ₁ Y
61	58	3538
54	54	2916
61	54	3294
57	54	3078
56	50	2800
51	55	2805
51	54	2754
58	55	3190
58	55	3190
59	56	3304
60	55	3300
50	53	2650
53	52	2756
57	53	3021
51	51	2601
47	48	2256
49	53	2597
57	51	2907
55	52	2860
57	57	3249
48	48	2304
54	53	2862
53	52	2756
58	54	3132
57	53	3021
50	51	2550
61	54	3294
49	51	2499
62	58	3596
52	52	2704
61	55	3355
62	58	3596
50	49	2450
58	53	3074
57	49	2793
62	57	3534

X ₂	Y	X ₂ Y
91	58	5290
92	54	4946
91	54	4903
91	54	4903
91	50	4535
92	55	5055
91	54	4919
89	55	4895
91	55	4989
92	56	5124
91	55	5027
92	53	4887
92	52	4763
91	53	4834
89	51	4534
90	48	4306
87	53	4600
90	51	4595
86	52	4488
95	57	5415
91	48	4378
90	53	4744
93	52	4852
90	54	4860
90	53	4791
89	51	4559
90	54	4860
92	51	4667
94	58	5435
90	52	4696
90	55	4961
91	58	5249
89	49	4361
87	53	4627
89	49	4351
89	57	5079

X ₃	Y	X ₃ Y
52	58	3016
46	54	2484
54	54	2916
52	54	2808
46	50	2300
52	55	2860
42	54	2268
51	55	2805
59	55	3245
49	56	2744
52	55	2860
50	53	2650
49	52	2548
47	53	2491
49	51	2499
46	48	2208
43	53	2279
46	51	2346
46	52	2392
51	57	2907
45	48	2160
48	53	2544
44	52	2288
49	54	2646
52	53	2756
49	51	2499
51	54	2754
47	51	2397
47	58	2726
44	52	2288
51	55	2805
48	58	2784
44	49	2156
47	53	2491
49	49	2401
53	57	3021

X ₄	Y	X ₄ Y
58	58	3364
53	54	2862
63	54	3402
54	54	2916
53	50	2650
60	55	3300
57	54	3078
59	55	3245
53	55	2915
55	56	3080
58	55	3190
55	53	2915
58	52	3016
53	53	2809
61	51	3111
50	48	2400
49	53	2597
56	51	2856
53	52	2756
55	57	3135
52	48	2496
51	53	2703
49	52	2548
56	54	3024
50	53	2650
55	51	2805
63	54	3402
46	51	2346
51	58	2958
47	52	2444
57	55	3135
51	58	2958
49	49	2401
55	53	2915
57	49	2793
61	57	3477

56	54	3024	93	54	5022	47	54	2538	61	54	3294
53	57	3021	90	57	5102	47	57	2679	49	57	2793
48	51	2448	88	51	4503	49	51	2499	52	51	2652
60	53	3180	91	53	4818	42	53	2226	53	53	2809
56	58	3248	89	58	5174	39	58	2262	43	58	2494
61	55	3355	90	55	4945	51	55	2805	56	55	3080
57	56	3192	95	56	5298	55	56	3080	56	56	3136
47	52	2444	90	52	4685	45	52	2340	49	52	2548
56	57	3192	89	57	5090	49	57	2793	49	57	2793
56	55	3080	89	55	4917	56	55	3080	64	55	3520
63	52	3276	90	52	4654	47	52	2444	52	52	2704
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53	57	3021	90	57	5107	49	57	2793	50	57	2850
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53	53	2809	90	53	4791	53	53	2809	61	53	3233
59	56	3304	90	56	5051	42	56	2352	49	56	2744
52	50	2600	89	50	4430	49	50	2450	54	50	2700
52	51	2652	91	51	4651	46	51	2346	48	51	2448
54	55	2970	89	55	4912	49	55	2695	51	55	2805
58	58	3364	90	58	5214	45	58	2610	55	58	3190
59	51	3009	91	51	4641	41	51	2091	42	51	2142
52	50	2600	90	50	4510	45	50	2250	53	50	2650
54	53	2862	91	53	4802	50	53	2650	50	53	2650
59	57	3363	91	57	5193	52	57	2964	58	57	3306
58	50	2900	90	50	4515	40	50	2000	48	50	2400
62	55	3410	93	55	5093	51	55	2805	50	55	2750
59	54	3186	89	54	4828	46	54	2484	54	54	2916
58	48	2784	90	48	4306	50	48	2400	56	48	2688
52	52	2704	93	52	4841	40	52	2080	44	52	2288
60	56	3360	89	56	4973	56	56	3136	64	56	3584
62	55	3410	90	55	4923	46	55	2530	51	55	2805
67	56	3752	95	56	5292	46	56	2576	52	56	2912
59	55	3245	93	55	5132	45	55	2475	64	55	3520
58	55	3190	88	55	4862	56	55	3080	58	55	3190
59	58	3422	87	58	5063	44	58	2552	53	58	3074
47	53	2491	89	53	4696	46	53	2438	52	53	2756
55	47	2585	90	47	4225	44	47	2068	49	47	2303
54	58	3132	93	58	5377	51	58	2958	57	58	3306
56	58	3248	89	58	5133	48	58	2784	57	58	3306

63	56	3528	89	56	4990	49	56	2744	54	56	3024
51	50	2550	91	50	4570	46	50	2300	48	50	2400
58	55	3190	92	55	5082	48	55	2640	55	55	3025
57	58	3306	89	58	5185	53	58	3074	53	58	3074
55	54	2970	92	54	4957	46	54	2484	53	54	2862
56	53	2968	92	53	4855	46	53	2438	57	53	3021
58	54	3132	93	54	5000	41	54	2214	46	54	2484
49	43	2107	90	43	3866	44	43	1892	54	43	2322
$\sum X_1Y$	24817 3		$\sum X_2Y$	40146 8,6		$\sum X_3Y$	21237 7		$\sum X_4Y$	23800 3	

g. DATA DESKRIPTIF

Statistics

	The Readiness of Entering Job Market	On the Job Training	Productive Subject Achievement	Social Environment	Motivation to Work
N Valid	83	83	83	83	83
Missing	0	0	0	0	0
Mean	53,4699	55,7831	90,4470	47,7711	53,5663
Median	54,0000	56,0000	90,2000	47,0000	53,0000
Mode	55,00	58,00	89,40 ^a	46,00	53,00
Std. Deviation	3,09735	4,42567	1,69672	4,06750	4,82674
Variance	9,594	19,587	2,879	16,545	23,297
Range	15,00	20,00	8,70	20,00	22,00
Minimum	43,00	47,00	86,30	39,00	42,00
Maximum	58,00	67,00	95,00	59,00	64,00
Sum	4438,00	4630,00	7507,10	3965,00	4446,00

a. Multiple modes exist. The smallest value is shown

APPENDIX 6

PREREQUISITE ANALYSIS

Normality Test

Linearity Test

Multicollinearity Test

Heteroscedasticity Test

a. UJI NORMALITAS

		The Readiness of Entering Job Market	On the Job Training	Productive Subject Achievement	Social Environment	Motivation to Work
N		83	83	83	83	83
Normal Parameters ^{a,b}	Mean	53,47	55,78	90,45	47,77	53,57
	Std. Deviation	3,097	4,426	1,697	4,067	4,827
Most Extreme Differences	Absolute	,102	,102	,068	,090	,077
	Positive	,072	,057	,068	,090	,077
	Negative	-,102	-,102	-,057	-,067	-,064
Kolmogorov-Smirnov Z		,933	,932	,617	,820	,700
Asymp. Sig. (2-tailed)		,349	,350	,842	,511	,712

a. Test distribution is Normal.

b. Calculated from data.

b. UJI LINIERITAS

1) X_1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
The Readiness of Entering Job Market * On the Job Training	Between Groups	(Combined)	339,471	17	19,969	2,902	,001
		Linearity	229,753	1	229,753	33,394	,000
		Deviation from Linearity	109,718	16	6,857	,997	,471
	Within Groups		447,204	65	6,880		
	Total		786,675	82			

Measures of Association

	R	R Squared	Eta	Eta Squared
The Readiness of Entering Job Market * On the Job Training	,540	,292	,657	,432

2) X_2 **ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
The Readiness of Entering Job Market * Productive Subject Achievement	402,508	46	8,750	,820	,739
Between Groups (Combined) Linearity	17,825	1	17,825	1,670	,204
Deviation from Linearity	384,683	45	8,549	,801	,761
Within Groups	384,167	36	10,671		
Total	786,675	82			

Measures of Association

	R	R Squared	Eta	Eta Squared
The Readiness of Entering Job Market * Productive Subject Achievement	,151	,023	,715	,512

3) X_3 **ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
The Readiness of Entering Job Market * Social Environment	287,576	18	15,976	2,049	,019
Between Groups (Combined) Linearity	100,326	1	100,326	12,865	,001
Deviation from Linearity	187,250	17	11,015	1,412	,161
Within Groups	499,098	64	7,798		
Total	786,675	82			

Measures of Association

	R	R Squared	Eta	Eta Squared
The Readiness of Entering Job Market * Social Environment	,357	,128	,605	,366

4) X_4

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
The Readiness of Entering Job Market * Motivation to Work	194,007	20	9,700	1,015	,459
Between Groups	39,850	1	39,850	4,169	,045
(Combined) Linearity	154,157	19	8,114	,849	,643
Deviation from Linearity	592,667	62	9,559		
Within Groups	786,675	82			
Total					

Measures of Association

	R	R Squared	Eta	Eta Squared
The Readiness of Entering Job Market * Motivation to Work	,225	,051	,497	,247

c. Uji MULTIKOLINIERITAS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	16,063	15,498		1,036	,303		
On the Job Training	,333	,068	,475	4,902	,000	,888	1,126
Productive Subject Achievement	,125	,169	,068	,738	,463	,970	1,031
Social Environment	,211	,090	,278	2,337	,022	,591	1,693
Motivation to Work	-,047	,076	-,074	-,622	,536	,590	1,694

a. Dependent Variable: The Readiness of Entering Job Market

d. Uji HETEROSKEDASTISITAS

Correlations

			On the Job Training	Productive Subject Achievement	Social Environment	Motivation to Work	ABS_RES
Spearman's rho	On the Job Training	Correlation Coefficient	1,000	,097	,284**	,290**	-,105
		Sig. (2-tailed)		,384	,009	,008	,343
		N	83	83	83	83	83
	Productive Subject Achievement	Correlation Coefficient	,097	1,000	-,027	-,020	-,106
		Sig. (2-tailed)	,384		,812	,856	,338
		N	83	83	83	83	83
	Social Environment	Correlation Coefficient	,284**	-,027	1,000	,621**	-,261*
		Sig. (2-tailed)	,009	,812		,000	,067
		N	83	83	83	83	83
	Motivation to Work	Correlation Coefficient	,290**	-,020	,621**	1,000	-,214
		Sig. (2-tailed)	,008	,856	,000		,052
		N	83	83	83	83	83
	ABS_RES	Correlation Coefficient	-,105	-,106	-,261*	-,214	1,000
		Sig. (2-tailed)	,343	,338	,067	,052	
		N	83	83	83	83	83

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 7

THE RESULT OF DATA ANALYSIS

Simple Regression
Multiple Regression

a. HASIL REGRESI SEDERHANA

5) $X_1 \rightarrow Y$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,540 ^a	,292	,283	2,622

a. Predictors: (Constant), On the Job Training

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	229,753	1	229,753	33,416	,000 ^b
	Residual	556,922	81	6,876		
	Total	786,675	82			

a. Dependent Variable: The Readiness of Entering Job Market

b. Predictors: (Constant), On the Job Training

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32,372	3,661		8,842	,000
	On the Job Training	,378	,065	,540	5,781	,000

a. Dependent Variable: The Readiness of Entering Job Market

6) $X_2 \rightarrow Y$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,351 ^a	,023	,011	3,081

a. Predictors: (Constant), Productive Subject Achievement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17,825	1	17,825	1,878	,174 ^b
	Residual	768,850	81	9,492		
	Total	786,675	82			

a. Dependent Variable: The Readiness of Entering Job Market

b. Predictors: (Constant), Productive Subject Achievement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28,616	18,140		1,578	,119
	Productive Subject Achievement	,275	,201	,351	2,370	,174

a. Dependent Variable: The Readiness of Entering Job Market

7) $X_3 \rightarrow Y$ **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,357 ^a	,128	,117	2,911

a. Predictors: (Constant), Social Environment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100,326	1	100,326	11,840	,001 ^b
	Residual	686,348	81	8,473		
	Total	786,675	82			

a. Dependent Variable: The Readiness of Entering Job Market

b. Predictors: (Constant), Social Environment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40,479	3,789		10,684	,000
	Social Environment	,272	,079	,357	3,441	,001

a. Dependent Variable: The Readiness of Entering Job Market

8) $X_4 \rightarrow Y$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,225 ^a	,051	,039	3,036

a. Predictors: (Constant), Motivation to Work

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39,850	1	39,850	4,322	,041 ^b
	Residual	746,824	81	9,220		
	Total	786,675	82			

a. Dependent Variable: The Readiness of Entering Job Market

b. Predictors: (Constant), Motivation to Work

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45,733	3,736		12,241	,000
	Motivation to Work	,144	,069	,225	2,079	,041

a. Dependent Variable: The Readiness of Entering Job Market

b. HASIL REGRESI GANDA EMPAT PREDIKTOR

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,591 ^a	,350	,316	2,561

a. Predictors: (Constant), Motivation to Work, Productive Subject Achievement, On the Job Training, Social Environment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	274,995	4	68,749	10,480	,000 ^b
	Residual	511,680	78	6,560		
	Total	786,675	82			

a. Dependent Variable: The Readiness of Entering Job Market

b. Predictors: (Constant), Motivation to Work, Productive Subject Achievement, On the Job Training, Social Environment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,063	15,498		1,036	,303
	On the Job Training	,333	,068	,475	4,902	,000
	Productive Subject Achievement	,125	,169	,068	,738	,463
	Social Environment	,211	,090	,278	2,337	,022
	Motivation to Work	,147	,076	,074	,622	,536

a. Dependent Variable: The Readiness of Entering Job Market

c. SUMBANGAN EFEKTIF DAN SUMBANGAN RELATIF

Diketahui :

$$\begin{aligned}
 \sum X_1 &= 4580 & \sum X_1 Y &= 248.173 & a_1 &= 0,333 & R_{y(1,2,3,4)} &= 0,591 \\
 \sum X_2 &= 9611 & \sum X_2 Y &= 401.469 & a_2 &= 0,125 & R^2_{y(1,2,3,4)} &= 0,350 \\
 \sum X_3 &= 3923 & \sum X_3 Y &= 212.377 & a_3 &= 0,211 & & \\
 \sum X_4 &= 4415 & \sum X_4 Y &= 238.003 & a_4 &= 0,147 & & \\
 \sum Y &= 4438 & & & & & &
 \end{aligned}$$

$$\begin{aligned}
 JK &= a_1 \sum X_1 Y + a_2 \sum X_2 Y + a_3 \sum X_3 Y + a_4 \sum X_4 Y \\
 &= (0,333 \times 248.173) + (0,125 \times 401.469) + (0,211 \times 212.377) \\
 &\quad + (0,147 \times 238.003) \\
 &= 82641,61 + 50183,58 + 44811,55 + 34986,44 \\
 &= 212623,17
 \end{aligned}$$

1) Sumbangan Relatif

$$SR\% = \frac{a \sum XY}{JK_{reg}} \times 100\%$$

1. Menghitung SR% X_1

$$\begin{aligned}
 SR\% X_1 &= \frac{a_1 \sum X_1 Y}{JK_{reg}} \times 100 (\%) \\
 &= \frac{82641,6}{212623,17} \times 100 (\%) \\
 &= 38,87 \%
 \end{aligned}$$

2. Menghitung SR% X_2

$$\begin{aligned}
 SR\% X_2 &= \frac{a_2 \sum X_2 Y}{JK_{reg}} \times 100 (\%) \\
 &= \frac{50183,58}{212623,17} \times 100 (\%) \\
 &= 23,60 \%
 \end{aligned}$$

3. Menghitung SR% X_3

$$\begin{aligned}
 \text{SR\% } X_3 &= \frac{a_3 \sum X_3 Y}{JK_{reg}} \times 100 (\%) \\
 &= \frac{44811,55}{212623,17} \times 100 (\%) \\
 &= 21,08 \%
 \end{aligned}$$

4. Menghitung SR% X_4

$$\begin{aligned}
 \text{SR\% } X_4 &= \frac{a_4 \sum X_4 Y}{JK_{reg}} \times 100 (\%) \\
 &= \frac{34986,44}{212623,17} \times 100 (\%) \\
 &= 16,45\%
 \end{aligned}$$

2) Sumbangan Efektif

$$\text{SE\%} = \text{SR\%} \times R^2$$

1. Menghitung SE% X_1

$$\begin{aligned}
 \text{SE\% } X_1 &= 38,87 \% \times 0,350 \times 100 (\%) \\
 &= 13,60 \%
 \end{aligned}$$

2. Menghitung SE% X_2

$$\begin{aligned}
 \text{SE\% } X_1 &= 23,60 \% \times 0,350 \times 100 (\%) \\
 &= 8,26 \%
 \end{aligned}$$

3. Menghitung SE% X_3

$$\begin{aligned}
 \text{SE\% } X_1 &= 21,08 \% \times 0,350 \times 100 (\%) \\
 &= 7,38 \%
 \end{aligned}$$

4. Menghitung SE% X_4

$$\begin{aligned}
 \text{SE\% } X_1 &= 16,45 \% \times 0,350 \times 100 (\%) \\
 &= 5,76 \%
 \end{aligned}$$